

Faculty Action Group *myGVSU* Climate Survey Recommendations

Faculty Action Group:

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Recommendation 1. – Hire faculty/staff ombuds.

Responsible party/implementation plan: President's Cabinet act on 2014 task force recommendation, *myGVSU* Climate Survey Data from 2011 and 2015, and current climate in higher education

Existing initiatives: Explored in 2014 Ombuds Taskforce Conclusion and Recommendations

Human resources: one FTE; advisory committee; follow “gold standard” (i.e., external hire)

Financial resources: Salary and benefits; include in annual base budget

Physical resources: Office/safe space; accessible, neutral location; flexible meetings on and off campus; should be a floating position at President's Cabinet-level or I&E-level

Technology resources: Database for trends reporting

Proposed semester/year: Fall 2018

Supporting Data:

See 2014 Ombuds Taskforce Conclusion and Recommendations

See 2015 *myGVSU* Climate Survey expanded findings data related to bias, bullying, discrimination, and inequitable policy implementation, etc.:

- Table 23
- Table 36 [question 15a] by faculty rank, gender, and race/ethnicity
- *~100 comments from faculty related to bias, bullying, discrimination, and inequitable policy adherences in qualitative data
- *Direct mention of need for ombuds in qualitative data for faculty

Recommendation 2. – Expand and standardize family leave policies (e.g., adoption, maternity, paternity, elder care) for all full-time faculty.

Responsible party/implementation plan: Inclusion & Equity, Human Resources, University Academic Senate, Legal Council, Finance & Administration, Provost's Office, with attention to diverse representation across the gender spectrum, race/ethnicity, sex, ability, sexual orientation, veteran status, among other identities

Existing initiatives: Maternity leave policy reviewed in 2015 by UAS (see recommendations/reports)

Human resources: N/A

Financial resources: Needs cost analysis to determine associated costs

Physical resources: N/A

Technology resources: N/A

Proposed semester/year: Fall 2017

Supporting Data:

2011 *myGVSU* Climate Survey recommendation

*2015 *myGVSU* Climate Survey qualitative data (20+ comments from faculty, with emphasis on maternity leave in the comments)

Recommendation 3. – Mandatory search training for all search committee members, unit heads, and appointing officials.

Responsible party/implementation plan: Inclusion & Equity, Human Resources, and Pew FTLC workgroup

Existing initiatives: Inclusion Advocate program

Human resources: N/A

Financial resources: Costs for training module(s) or for contracting an outside training consultant

Physical resources: N/A

Technology resources: Training modules, if selected option

Proposed semester/year: Fall 2017

Supporting Data:

See Table 28 from *myGVSU* Climate Survey expanded findings

Recommendation 4. – Restore parking near buildings for persons with disabilities, particularly on Allendale campus.

Responsible party/implementation plan: Review and implementation by Public Safety/Parking

Human resources: N/A

Financial resources: N/A

Physical resources: Parking spots; space near buildings

Technology resources: N/A

Proposed semester/year: Summer 2017

Supporting data:

*2015 *myGVSU* Climate Survey qualitative data (~10 comments from faculty related to accessibility)

Recommendation 5. – Review all full-time faculty salaries to ensure equity—as determined by rank and service, controlling for individual merit increases, inflation, credentials, and discipline/field—within colleges for current and future faculty hires.

Responsible party/implementation plan: Inclusion & Equity, Human Resources, Provost's Office, academic colleges

Human resources: N/A

Financial resources: Salary adjustments when inequities discovered

Physical resources: N/A

Technology resources: N/A

Proposed semester/year: By Fall 2019

Supporting data:

*Gender inequities noted in qualitative portion of the *myGVSU* Climate Survey

See Table 24 by gender and race (34.2% of women as compared to 25.59% of men; all underrepresented groups were more dissatisfied than White respondents)

See Table 36 (question 15e)

Recommendation 6. – Develop customized *myGVSU* Climate Survey reports for all academic colleges and use Faculty Associates in Inclusion & Equity to present data to academic colleges, as requested.

Responsible party/implementation plan: Inclusion & Equity

Human resources: N/A

Financial resources: N/A

Physical resources: N/A

Technology resources: N/A

Proposed semester/year: Deliver reports by end of Fall 2017 semester; college visits ongoing

Supporting data: N/A

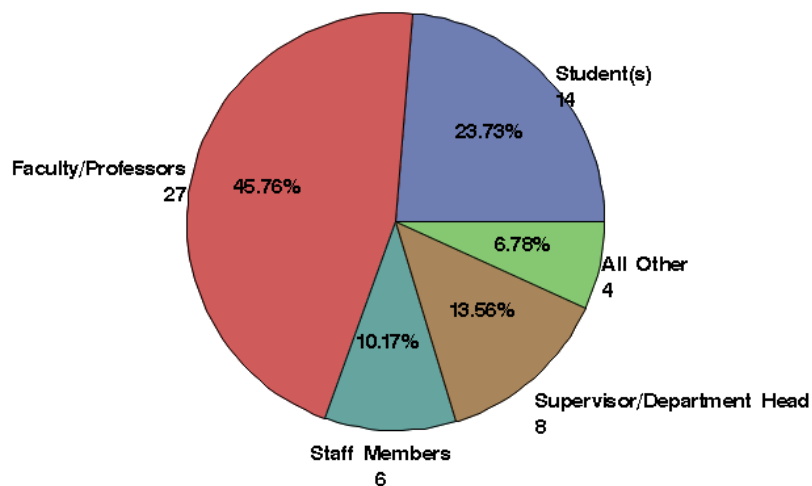
*Qualitative data are suppressed.

Table 23: Source of Offensive, Hostile, or Intimidating Conduct

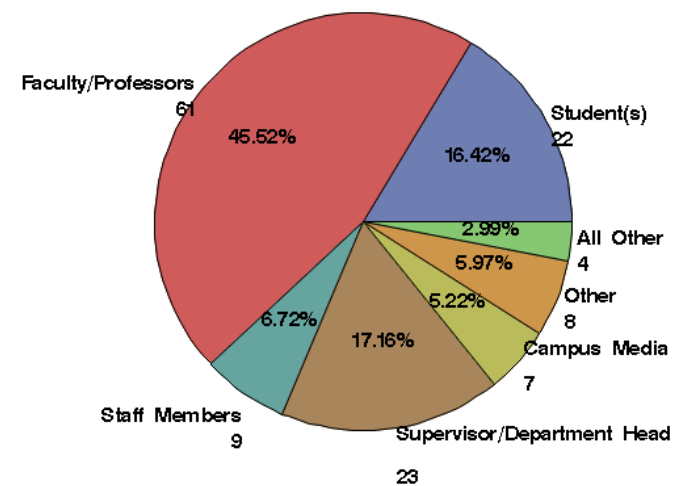
Faculty Responses from Table 23 by Faculty Rank

Faculty Responses from Table 23 by Faculty Rank

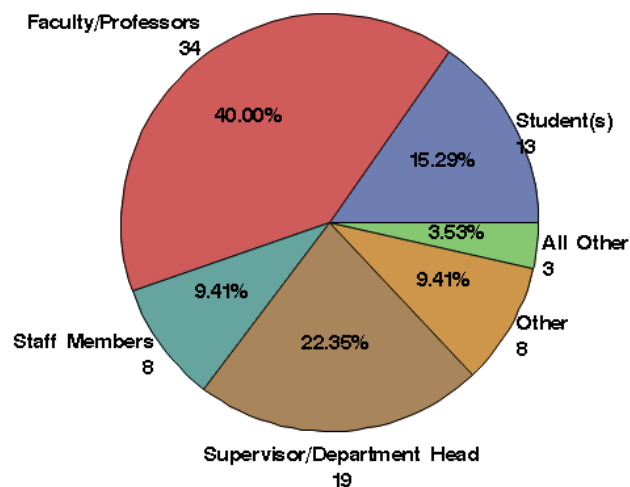
Q1b= Assistant Professor/Librarian



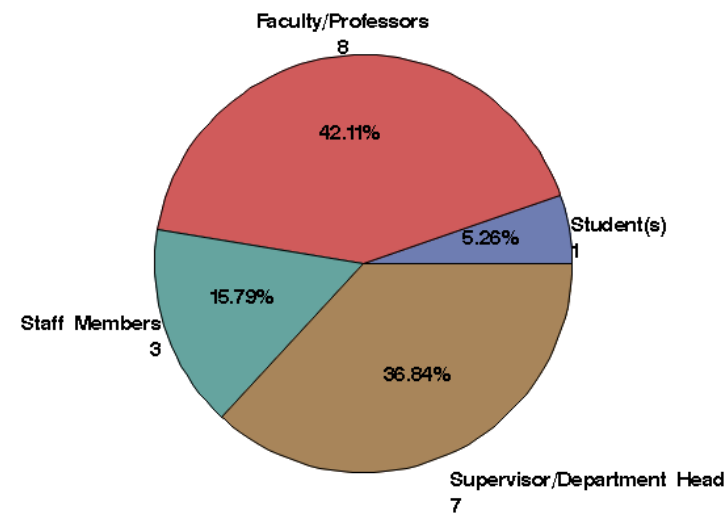
Q1b= Associate Professor/Librarian



Q1b= Professor/Senior Librarian

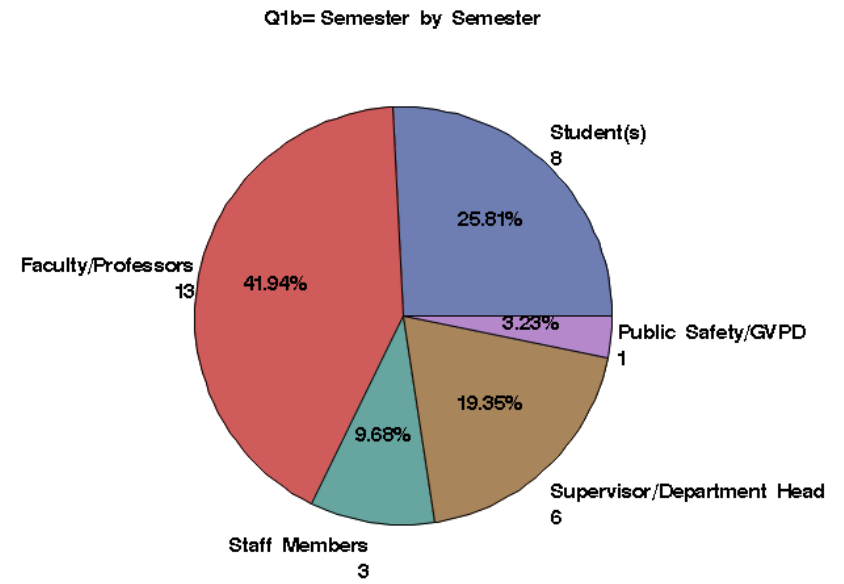
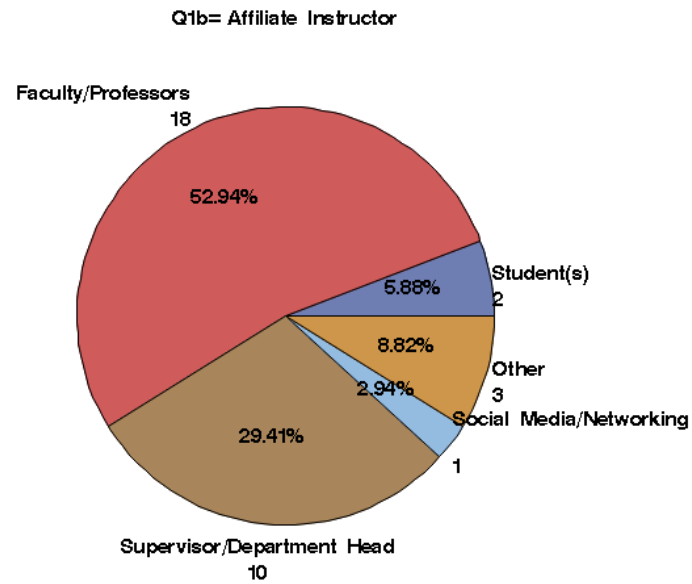


Q1b= Visiting Faculty/Instructor/Other Faculty



All Other slice indicates those sources with < 5% of the responses

Faculty Responses from Table 23 by Faculty Rank

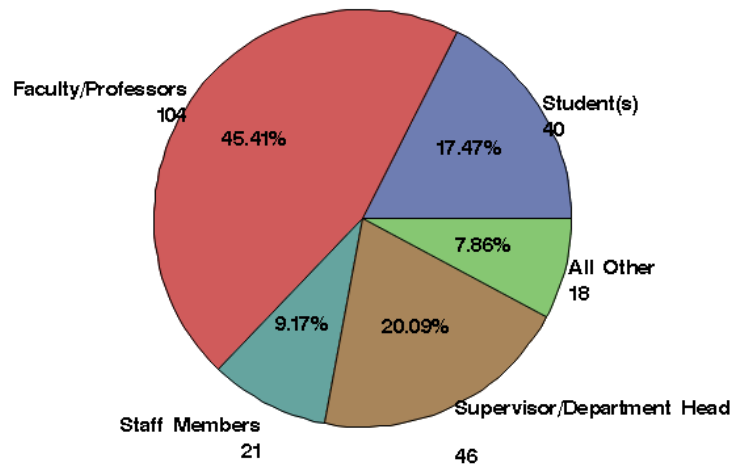


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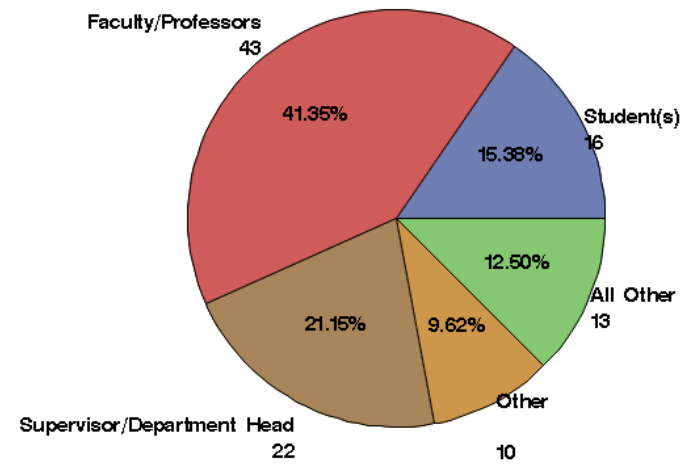
by Gender

Faculty Responses from Table 23 by Gender

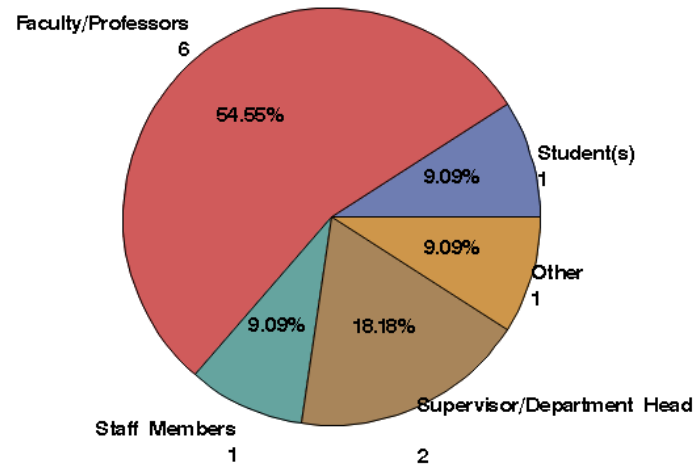
D2= Women



D2= Men



D2= Transgender/Not Listed

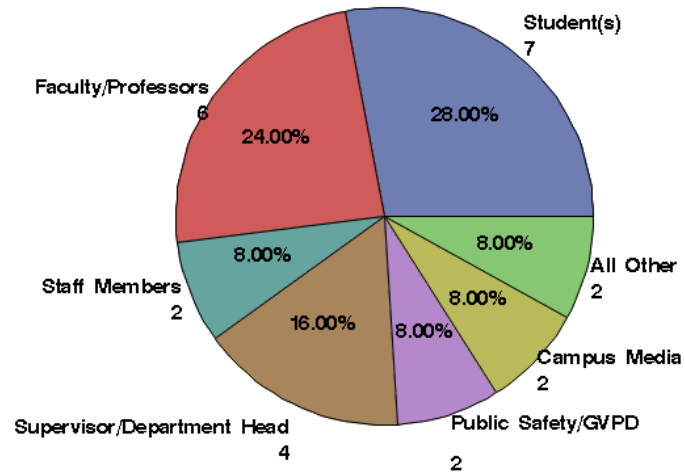


All Other slice indicates those sources with < 5% of the responses

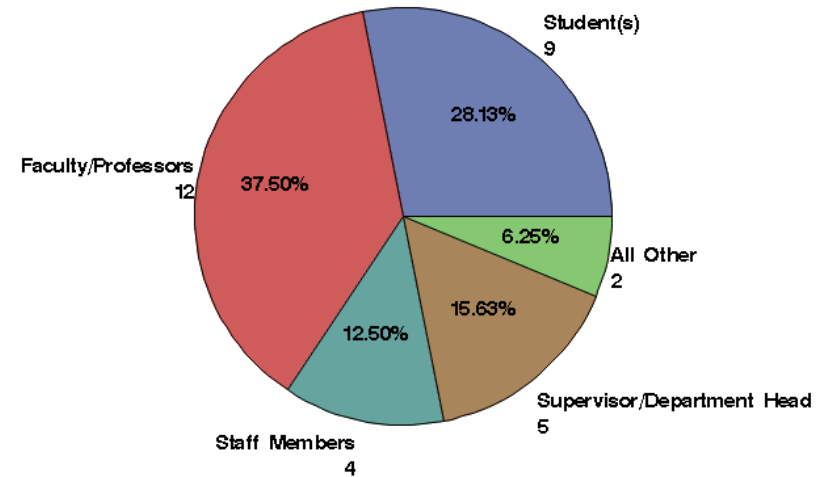
by Race/Ethnicity

Faculty Responses from Table 23 by Race/Ethnicity

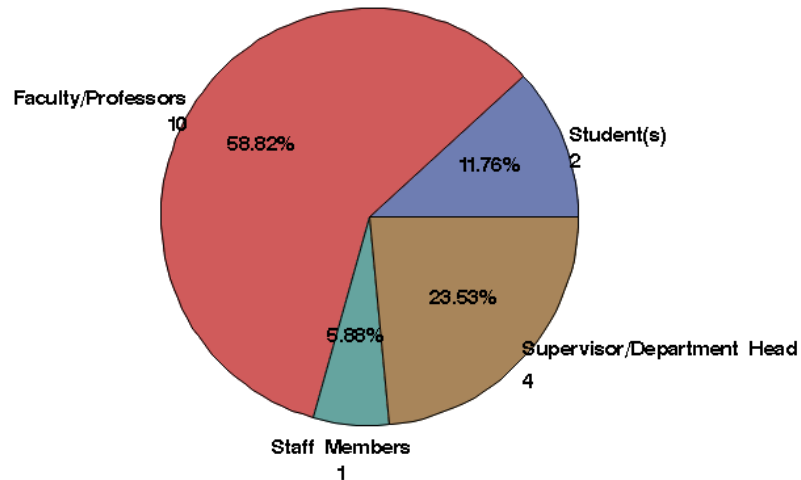
D3_compile= African American/African/Black



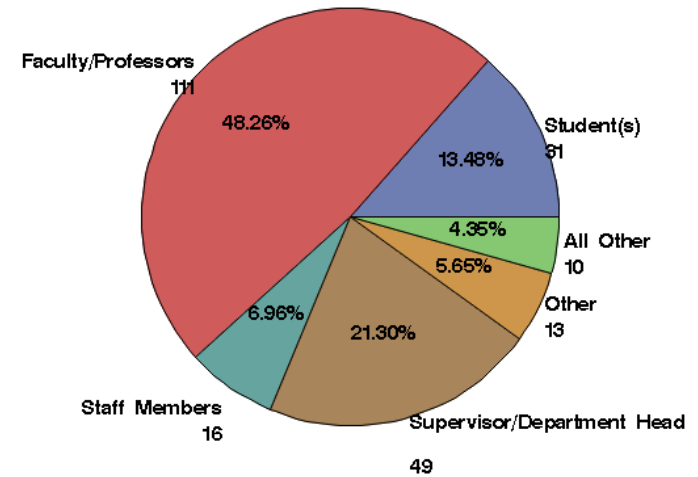
D3_compile= Asian/Asian American



D3_compile= Hispanic/Latino



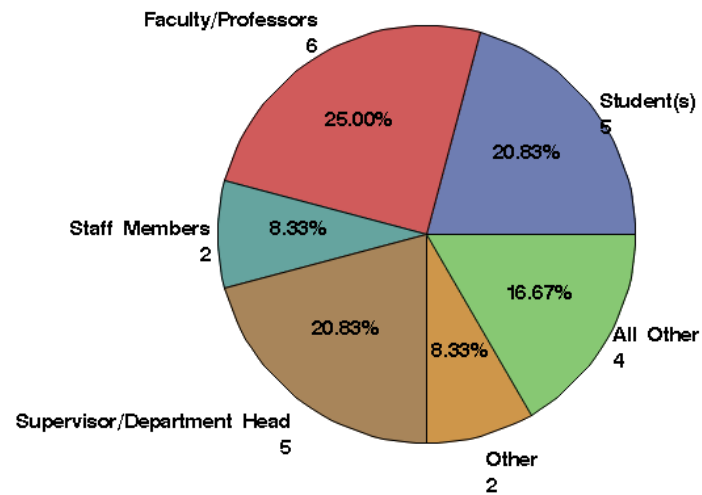
D3_compile= White



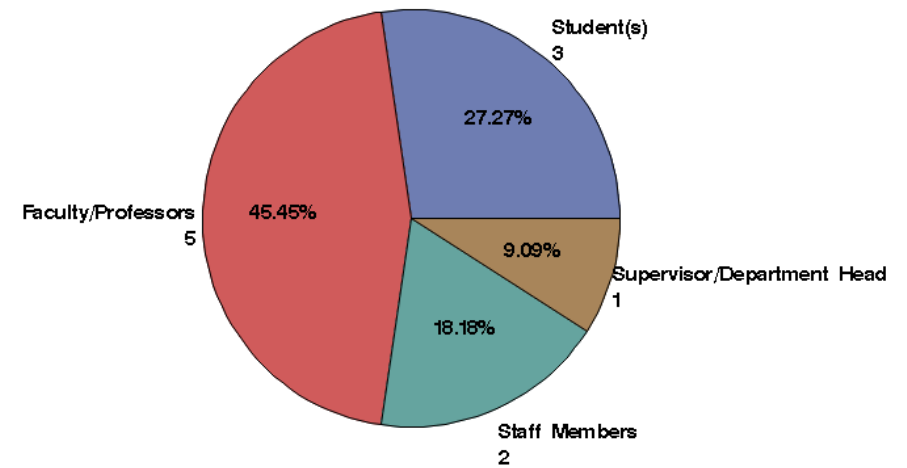
All Other slice indicates those sources with < 5% of the responses

Faculty Responses from Table 23 by Race/Ethnicity

D3_compile= Other/Not Listed



D3_compile= Multi-Racial/Ethnic

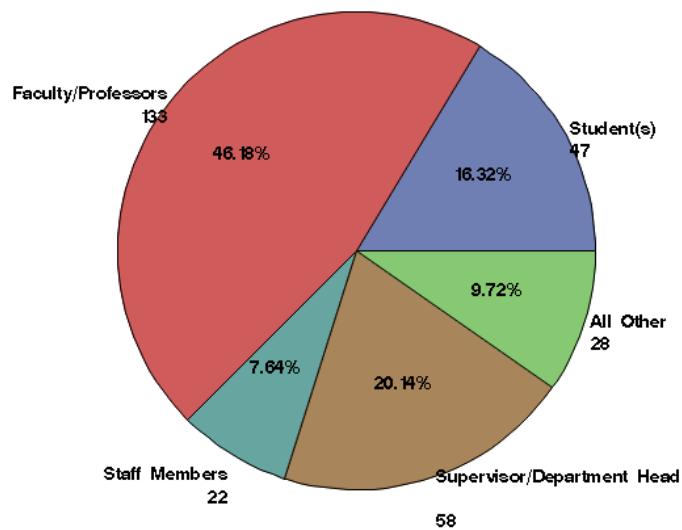


All Other slice indicates those sources with <5% of the responses

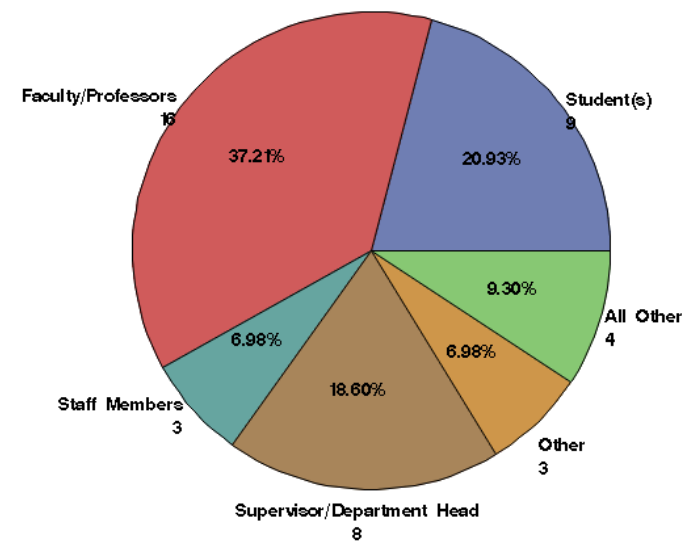
by Sexual Orientation

Faculty Responses from Table 23 by Sexual Orientation

D4= Heterosexual/Straight



D4= LGBTQ +

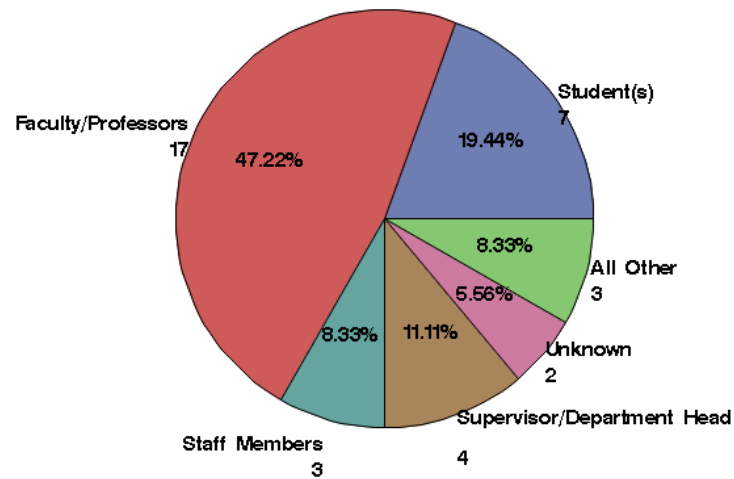


All Other slice indicates those sources with <5% of the responses

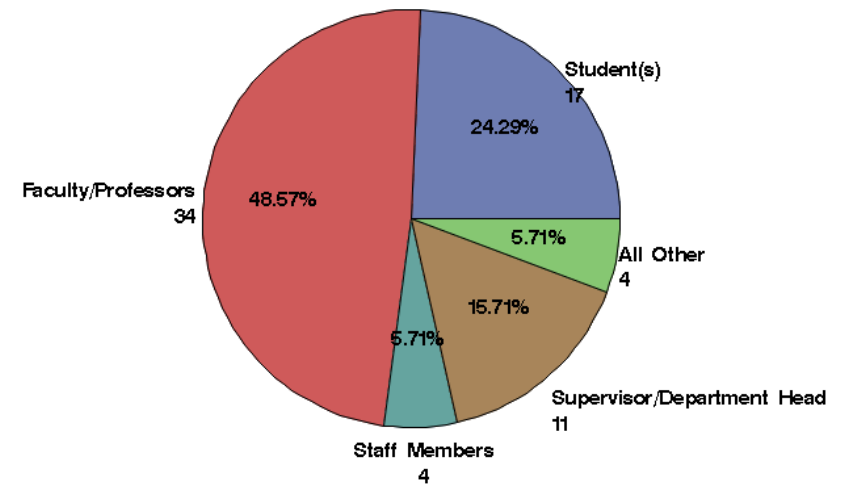
by Age

Faculty Responses from Table 23 by Age Range

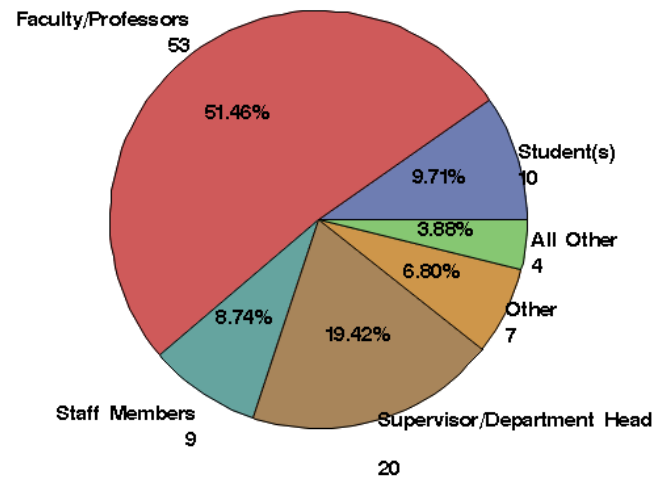
D5= 18—35 years of age



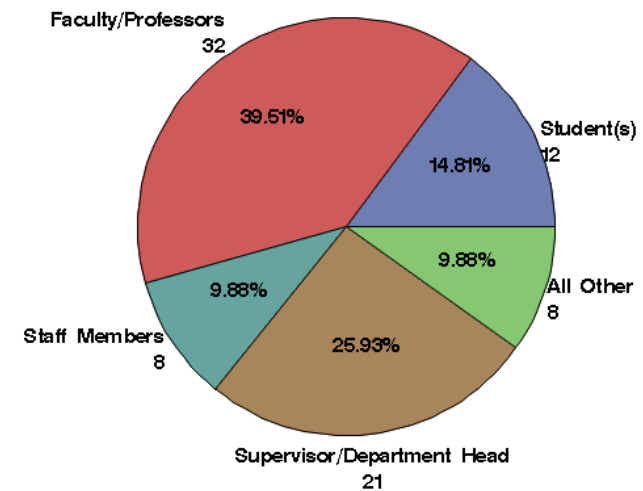
D5= 36—45 years of age



D5= 46—55 years of age



D5= 56—65+ years of age

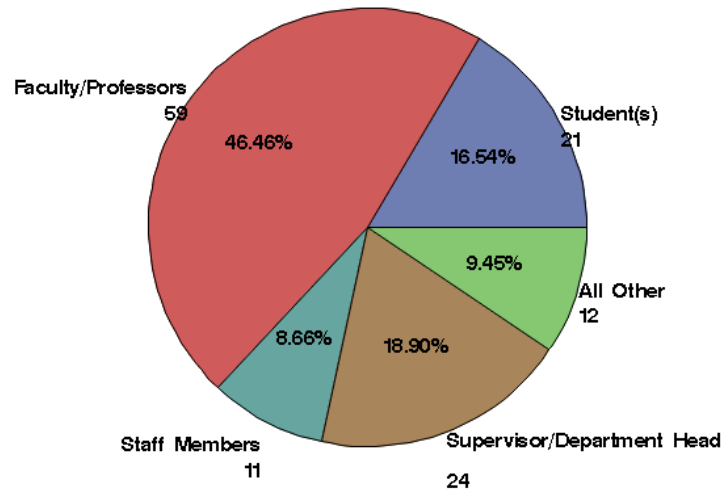


All Other slice indicates those sources with < 5% of the responses

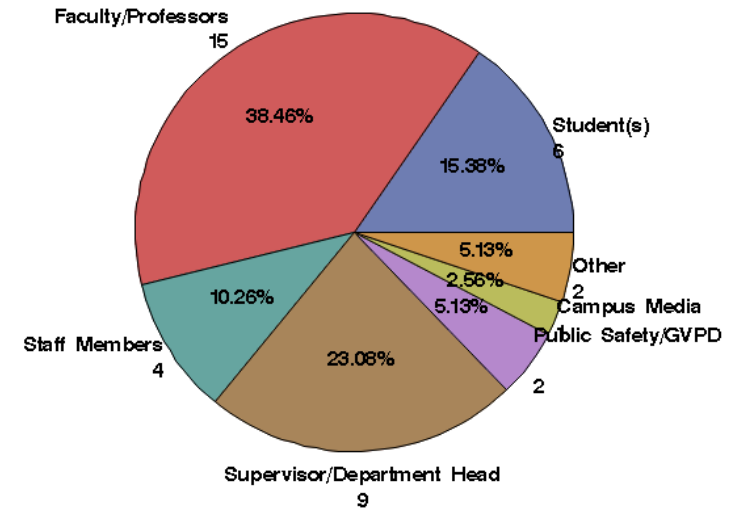
by Parental Status

Faculty Responses from Table 23 by Parental Status

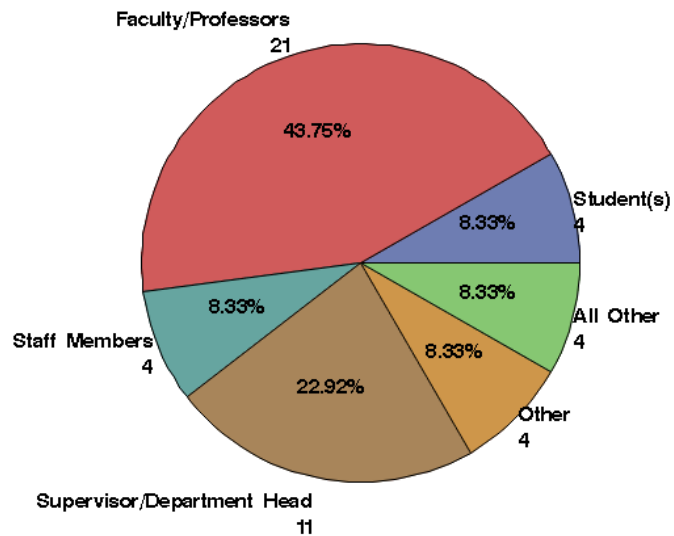
D7_compile= Child/Children under 18



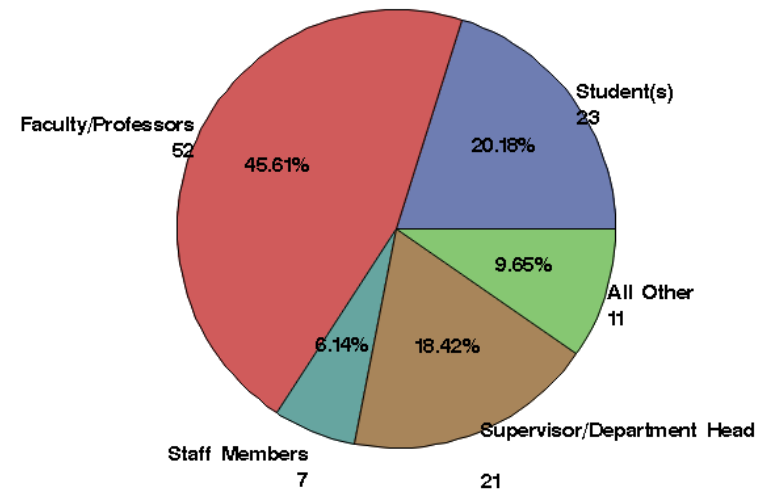
D7_compile= Child/Children over 18 — dependent



D7_compile= Independent Adult Child/Children over 18



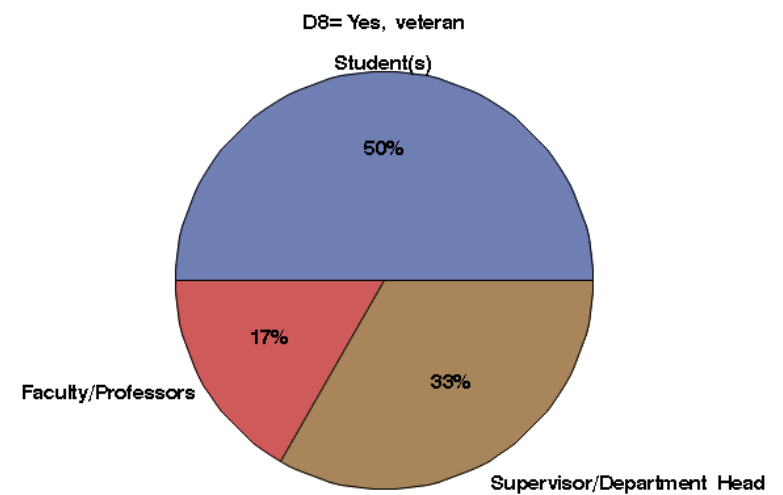
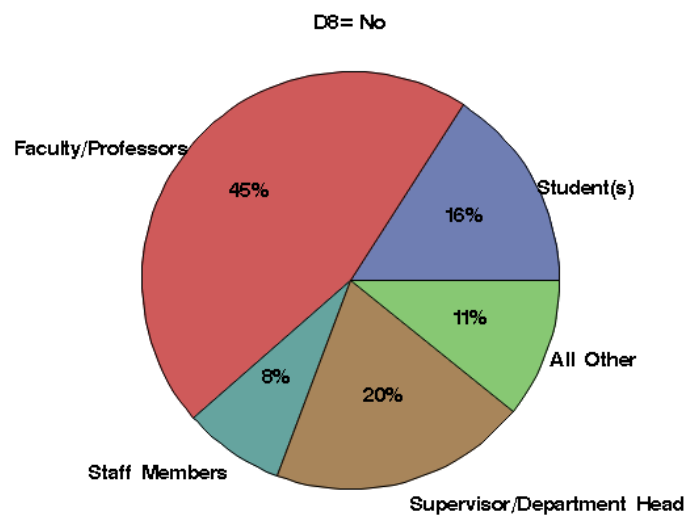
D7_compile= No Children/Other



All Other slice indicates those sources with < 5% of the responses

by Military Status

Faculty Responses from Table 23 by Military Status



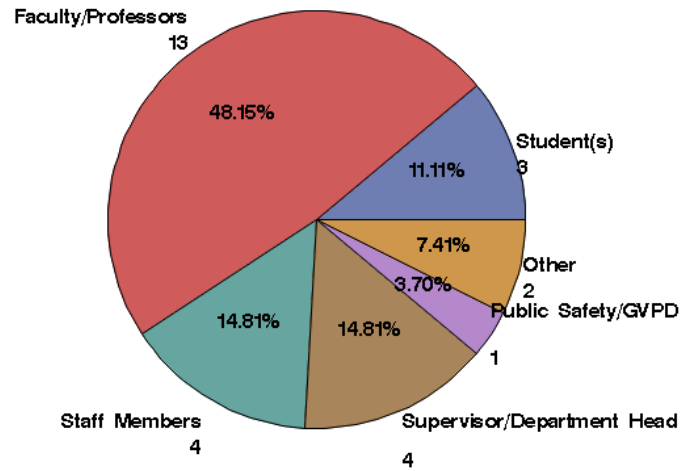
Low N counts for Veterans

All Other slice indicates those sources with <5% of the responses

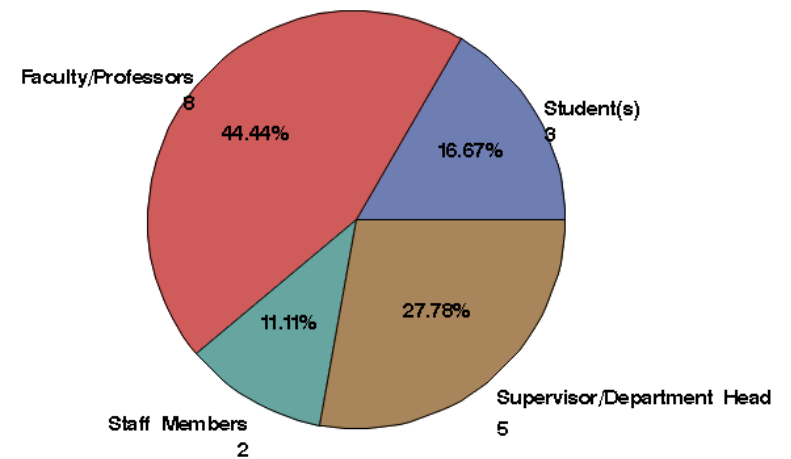
by Colleges

Faculty Responses from Table 23 by Colleges

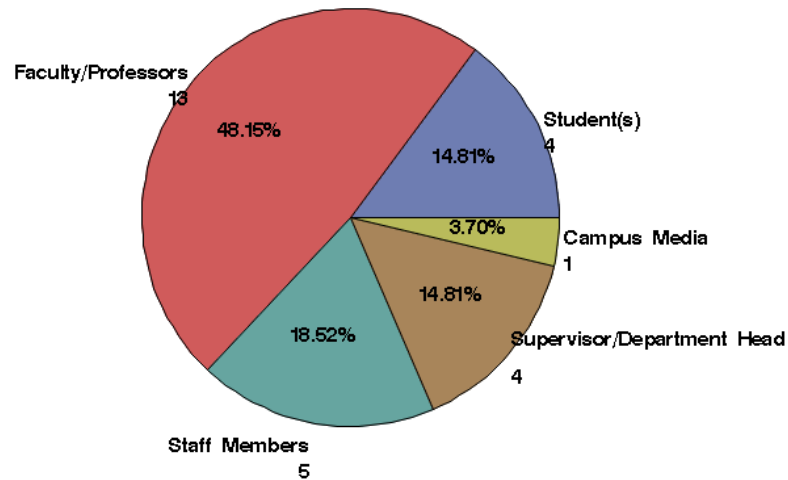
D11= College of Education



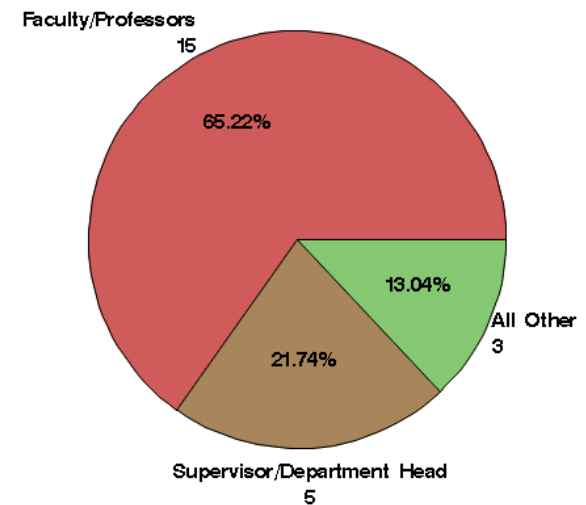
D11= College of Interdisciplinary Studies



D11= College of Nursing



D11= Engineering and Computing/Health Professions/Libraries/Other

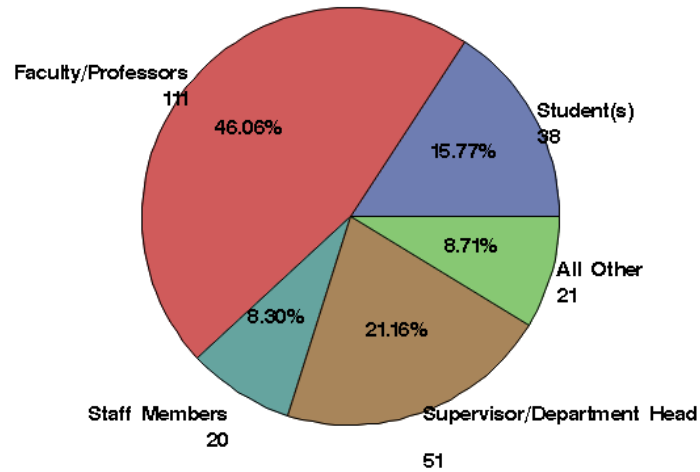


All Other slice indicates those sources with < 5% of the responses

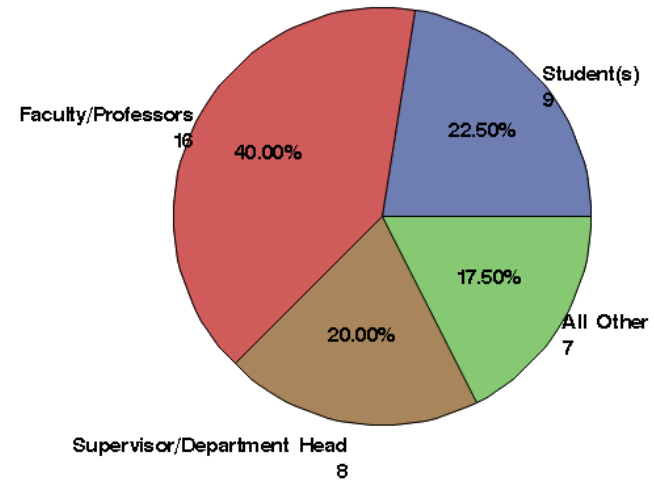
by Disability

Faculty Responses from Table 23 by Disability Status

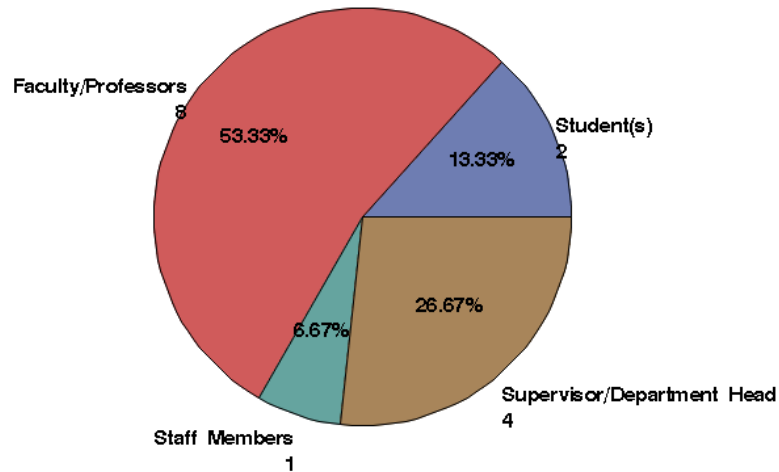
D15_compile= No Disability



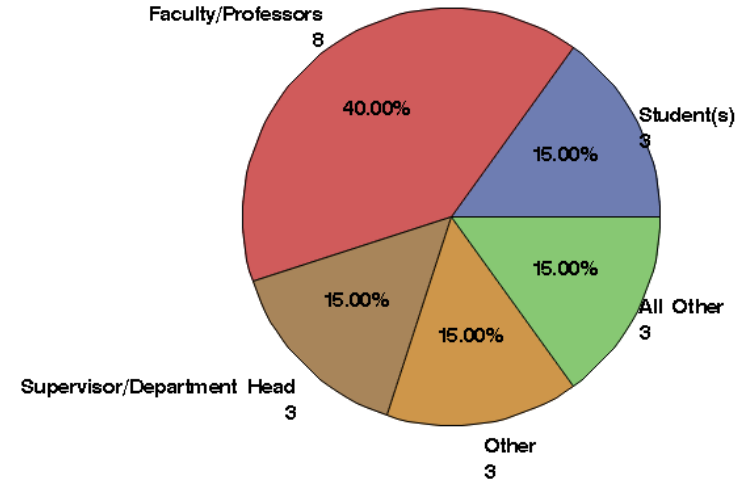
D15_compile= Physical Disability



D15_compile= Psychological Disability



D15_compile= Learning/Other/Multiple Disabilities

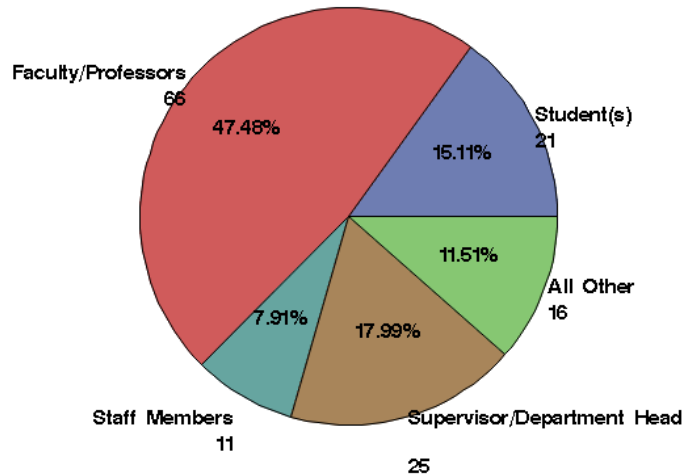


All Other slice indicates those sources with < 5% of the responses

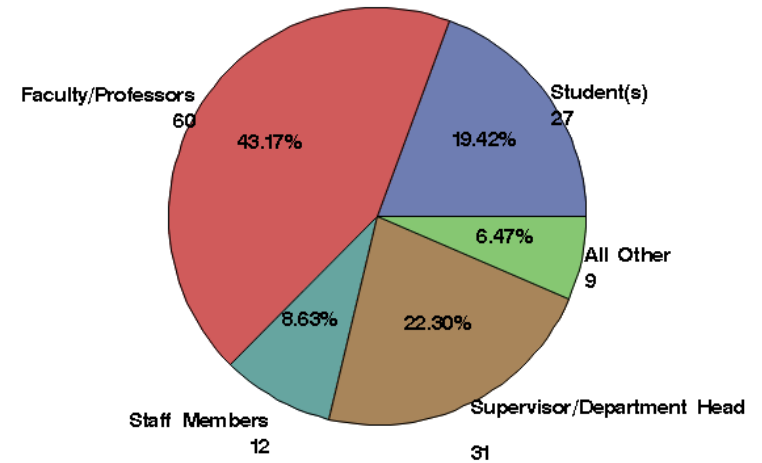
by Religious/Spiritual Beliefs

Faculty Responses from Table 23 by Religious/Spiritual Beliefs

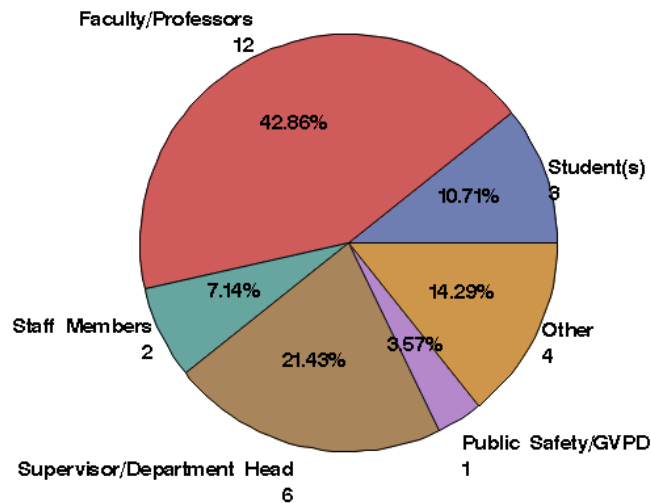
D18= Non-Religious



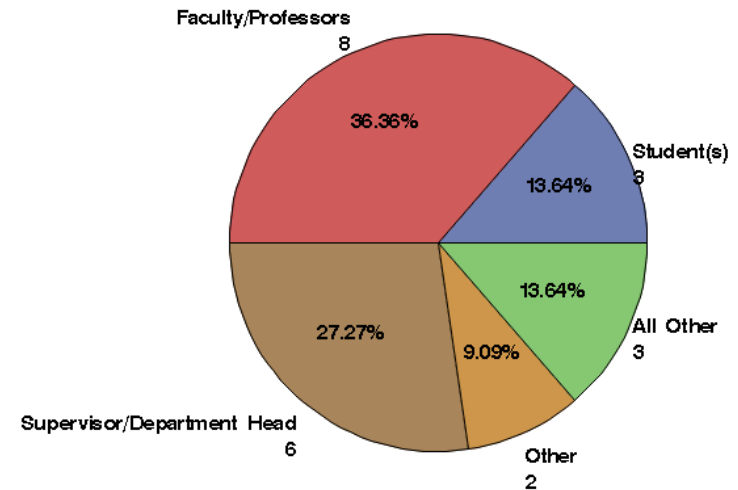
D18= Christian



D18= Minority Religious Group



D18= Other



All Other slice indicates those sources with <5% of the responses

Table 24: Employee Satisfaction

- a. Your job at GVSU
- b. Progress of career
- c. Compensation compared to peers
- d. Access to research compared to colleagues

by Gender

Faculty Responses from Table 24 by Gender

		Answer										
		Strongly Satisfaction		Satisfied		Neither		Dissatisfied		Strongly Dissatisfied		
Question	Gender	n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	Row Total
18.a	Men	120	29.63%	215	53.09%	36	8.89%	24	5.93%	10	2.47%	405
	Women	144	28.07%	273	53.22%	51	9.94%	39	7.60%	6	1.17%	513
		264	28.76%	488	53.16%	87	9.48%	63	6.86%	16	1.74%	918
18.b	Men	98	25.65%	178	46.60%	54	14.14%	38	9.95%	14	3.66%	382
	Women	107	22.38%	201	42.05%	93	19.46%	55	11.51%	22	4.60%	478
		205	23.84%	379	44.07%	147	17.09%	93	10.81%	36	4.19%	860
18.c	Men	47	12.14%	150	38.76%	91	23.51%	65	16.80%	34	8.79%	387
	Women	52	11.26%	167	36.15%	85	18.40%	115	24.89%	43	9.31%	462
		99	11.66%	317	37.34%	176	20.73%	180	21.20%	77	9.07%	849
18.d	Men	68	17.99%	181	47.88%	70	18.52%	38	10.05%	21	5.56%	378
	Women	80	17.47%	213	46.51%	87	19.00%	47	10.26%	31	6.77%	458
		148	17.70%	394	47.13%	157	18.78%	85	10.17%	52	6.22%	836

Not Enough Counts for Transgender/Not Listed Respondents

by Race/Ethnicity

Faculty Responses from Table 24 by Race/Ethnicity

Question	Race Ethnicity	Answer										Row Total
		Strongly Satisfaction		Satisfied		Dissatisfied		Neither		Strongly Dissatisfied		
		n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	
18.a	African American/African/Black	10	.	17	56.67%	.	.	1	3.33%	2	6.67%	30
	American Indian/Alaskan Native/Other/Not Listed	5	23.81%	7	33.33%	3	14.29%	5	23.81%	1	4.76%	21
	Asian/Asian American/Hispanic/Latino	14	17.50%	46	57.50%	5	6.25%	13	16.25%	2	2.50%	80
	Multi-Racial/Ethnic	5	.	16	61.54%	2	7.69%	3	11.54%	.	.	26
	White	229	30.49%	393	52.33%	53	7.06%	65	8.66%	11	1.46%	751
		263	28.96%	479	52.75%	63	6.94%	87	9.58%	16	1.76%	908
18.b	African American/African/Black	8	32.00%	8	32.00%	3	12.00%	5	20.00%	1	4.00%	25
	American Indian/Alaskan Native/Other/Not Listed	4	20.00%	8	40.00%	5	25.00%	1	5.00%	2	10.00%	20
	Asian/Asian American/Hispanic/Latino	7	8.97%	45	57.69%	8	10.26%	14	17.95%	4	5.13%	78
	Multi-Racial/Ethnic	2	8.33%	9	37.50%	6	25.00%	6	25.00%	1	4.17%	24
	White	181	25.78%	303	43.16%	71	10.11%	120	17.09%	27	3.85%	702
		202	23.79%	373	43.93%	93	10.95%	146	17.20%	35	4.12%	849
18.c	African American/African/Black	2	7.14%	9	32.14%	7	25.00%	7	25.00%	3	10.71%	28
	American Indian/Alaskan Native/Other/Not Listed	3	14.29%	5	23.81%	7	33.33%	3	14.29%	3	14.29%	21
	Asian/Asian American/Hispanic/Latino	4	5.19%	28	36.36%	12	15.58%	21	27.27%	12	15.58%	77
	Multi-Racial/Ethnic	1	4.55%	6	27.27%	7	31.82%	3	13.64%	5	22.73%	22
	White	87	12.57%	265	38.29%	146	21.10%	141	20.38%	53	7.66%	692
		97	11.55%	313	37.26%	179	21.31%	175	20.83%	76	9.05%	840
18.d	African American/African/Black	2	8.00%	15	60.00%	3	12.00%	3	12.00%	2	8.00%	25
	American Indian/Alaskan Native/Other/Not Listed	2	10.00%	9	45.00%	4	20.00%	3	15.00%	2	10.00%	20
	Asian/Asian American/Hispanic/Latino	12	15.58%	31	40.26%	6	7.79%	18	23.38%	10	12.99%	77
	Multi-Racial/Ethnic	2	8.70%	13	56.52%	1	4.35%	4	17.39%	3	13.04%	23
	White	128	18.80%	319	46.84%	71	10.43%	125	18.36%	38	5.58%	681
		146	17.68%	387	46.85%	85	10.29%	153	18.52%	55	6.66%	826

Table 28: Observed Unfair/Unjust Hiring Practices

Table 28
by Faculty Rank

Faculty Responses from Table 28 by Faculty Rank

Sexual Orientation	Q11 Answer					Row Total
	Yes		No			
	n	Row %	n	Row %		
Affiliate Instructor	18	20.69%	69	79.31%	87	
Assistant Professor/Librarian	39	26.00%	111	74.00%	150	
Associate Professor/Librarian	91	42.92%	121	57.08%	212	
Instructor/Other Faculty	8	21.62%	29	78.38%	37	
Professor/Senior Librarian	72	42.11%	99	57.89%	171	
Semester by Semester	22	16.79%	109	83.21%	131	
Visiting Faculty	12	20.34%	47	79.66%	59	

by Gender

Faculty Responses from Table 28 by Gender

Gender	Q11 Answer				
	Yes		No		Row Total
	n	Row %	n	Row %	
Men	96	27.27%	256	72.73%	352
Women	147	33.03%	298	66.97%	445

by Race/Ethnicity

Faculty Responses from Table 28 by Race/Ethnicity

Race Ethnicity	Q11 Answer					Row Total
	Yes		No			
	n	Row %	n	Row %		
African American/African/Black	11	42.31%	15	57.69%	26	
American Indian/Alaskan Native/Other/Not Listed	8	47.06%	9	52.94%	17	
Asian/Asian American	16	32.00%	34	68.00%	50	
Hispanic/Latino	11	52.38%	10	47.62%	21	
Multi-Racial/Ethnic	11	52.38%	10	47.62%	21	
White	185	28.20%	471	71.80%	656	

by Sexual Orientation

Faculty Responses from Table 28 by Sexual Orientation

Sexual Orientation	Q11 Answer				Row Total
	Yes		No		
	n	Row %	n	Row %	
Heterosexual/Straight	219	29.92%	513	70.08%	732
LGBQ+	22	39.29%	34	60.71%	56

by Age

Faculty Responses from Table 28 by Age Range

Age Range	Q11 Answer					Row Total
	n	Row %	n	Row %		
18-35 years of age	22	19.13%	93	80.87%	115	
36-45 years of age	57	30.16%	132	69.84%	189	
46-55 years of age	63	29.72%	149	70.28%	212	
56-65 years of age	57	34.34%	109	65.66%	166	
65+ years of age	9	27.27%	24	72.73%	33	

by Parental Status

Faculty Responses from Table 28 by Parental Status

Parental Status	Q11 Answer				Row Total
	Yes		No		
	n	Row %	n	Row %	
Child/Children over 18 - dependent	21	23.08%	70	76.92%	91
Child/Children under 18	94	29.01%	230	70.99%	324
Independent Adult Child/Children over 18	42	31.34%	92	68.66%	134
No Children/Other	75	33.48%	149	66.52%	224

by Military Status

Faculty Responses from Table 28 by Military Status

		Q11 Answer				
		Yes		No		
Military Status	n	Row %	n	Row %	Row Total	
No	239	30.80%	537	69.20%		776
Yes, veteran	3	16.67%	15	83.33%		18

by College

Faculty Responses from Table 28 by College

College	Q11 Answer				Row Total
	Yes		No		
	n	Row %	n	Row %	
College of Business	16	24.62%	49	75.38%	65
College of Community and Public Service	18	33.33%	36	66.67%	54
College of Education	15	31.25%	33	68.75%	48
College of Engineering and Computing	3	9.09%	30	90.91%	33
College of Health Professions	7	12.28%	50	87.72%	57
College of Interdisciplinary Studies	10	41.67%	14	58.33%	24
College of Liberal Arts and Sciences	140	33.49%	278	66.51%	418
College of Nursing	11	23.91%	35	76.09%	46
University Libraries/Other	11	37.93%	18	62.07%	29

by Disability Status

Faculty Responses from Table 28 by Disability Status

Disabilities	Q11 Answer				Row Total
	Yes		No		
	n	Row %	n	Row %	
Learning/Other/Multiple Disabilities	8	34.78%	15	65.22%	23
No Disability	176	26.79%	481	73.21%	657
Physical Disability	21	48.84%	22	51.16%	43
Psychological Disability	11	42.31%	15	57.69%	26

by Religious/Spiritual Belief

Faculty Responses from Table 28 by Religious/Spiritual Belief

Religious Spiritual Belief	Q11 Answer					Row Total
	Yes		No			
	n	Row %	n	Row %		
Christian	97	24.13%	305	75.87%	402	
Minority Religious Group	12	24.49%	37	75.51%	49	
Non-Religious	111	37.00%	189	63.00%	300	
Other	15	57.69%	11	42.31%	26	

Table 36: Question 15

- Faculty

- a. I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation to tenure/promotion decision
- b. I am comfortable asking questions about performance expectations
- c. I feel that supervisors/managers/dep. Heads consistently communicate GVSU policies
- d. I feel that supervisors/managers/dep. Heads consistently implement GVSU policies
- e. I believe salary determinations are fair I believe salary determinations are clear
- f. My supervisor/manager/department head supports work life balance
GVSU supports work life balance
- g. I feel that my work expectations, requirements, and responsibilities are similar to those of my colleagues/co-workers at GVSU
- h. I am provided with job/career advice or guidance at GVSU
- i. I have support regarding my job/career advancement at GVSU

Faculty Responses from Table 36 by Faculty Rank

Staff Responses from Table 36 by Faculty Rank

		Answer										
		Strongly Agree		Agree		Neither		Disagree		Strongly Disagree		
Question	Faculty Rank	n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	Row Total
15.a	Affiliate Instructor	8	8.60%	23	24.73%	18	19.35%	30	32.26%	14	15.05%	93
	Assistant Professor/Librarian	26	15.20%	38	22.22%	30	17.54%	57	33.33%	20	11.70%	171
	Associate Professor/Librarian	32	13.28%	59	24.48%	45	18.67%	77	31.95%	28	11.62%	241
	Instructor/Other Faculty	5	14.71%	8	23.53%	7	20.59%	8	23.53%	6	17.65%	34
	Professor/Senior Librarian	14	8.38%	32	19.16%	18	10.78%	58	34.73%	45	26.95%	167
	Semester by Semester	8	7.02%	24	21.05%	19	16.67%	33	28.95%	30	26.32%	114
	Visiting Faculty	5	10.42%	8	16.67%	10	20.83%	18	37.50%	7	14.58%	48
		98	11.29%	192	22.12%	147	16.94%	281	32.37%	150	17.28%	868
15.b	Affiliate Instructor	23	22.77%	55	54.46%	13	12.87%	8	7.92%	2	1.98%	101
	Assistant Professor/Librarian	40	23.39%	90	52.63%	22	12.87%	17	9.94%	2	1.17%	171
	Associate Professor/Librarian	36	15.00%	132	55.00%	34	14.17%	31	12.92%	7	2.92%	240
	Instructor/Other Faculty	11	28.21%	16	41.03%	6	15.38%	4	10.26%	2	5.13%	39
	Professor/Senior Librarian	49	26.06%	100	53.19%	20	10.64%	12	6.38%	7	3.72%	188
	Semester by Semester	40	28.37%	64	45.39%	18	12.77%	14	9.93%	5	3.55%	141
	Visiting Faculty	13	22.81%	31	54.39%	10	17.54%	2	3.51%	1	1.75%	57
		212	22.63%	488	52.08%	123	13.13%	88	9.39%	26	2.77%	937
15.c	Affiliate Instructor	14	13.86%	50	49.50%	20	19.80%	13	12.87%	4	3.96%	101
	Assistant Professor/Librarian	21	12.43%	86	50.89%	35	20.71%	22	13.02%	5	2.96%	169
	Associate Professor/Librarian	30	12.45%	113	46.89%	49	20.33%	40	16.60%	9	3.73%	241
	Instructor/Other Faculty	9	23.68%	13	34.21%	10	26.32%	3	7.89%	3	7.89%	38
	Professor/Senior Librarian	31	16.15%	70	36.46%	45	23.44%	29	15.10%	17	8.85%	192

		Answer										
		Strongly Agree		Agree		Neither		Disagree		Strongly Disagree		
Question	Faculty Rank	n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	Row Total
15.d	Semester by Semester	25	17.48%	62	43.36%	29	20.28%	22	15.38%	5	3.50%	143
	Visiting Faculty	15	25.42%	25	42.37%	13	22.03%	5	8.47%	1	1.69%	59
		145	15.38%	419	44.43%	201	21.31%	134	14.21%	44	4.67%	943
	Affiliate Instructor	12	12.00%	48	48.00%	28	28.00%	10	10.00%	2	2.00%	100
	Assistant Professor/Librarian	25	14.88%	84	50.00%	34	20.24%	16	9.52%	9	5.36%	168
	Associate Professor/Librarian	27	11.34%	103	43.28%	49	20.59%	44	18.49%	15	6.30%	238
	Instructor/Other Faculty	8	22.22%	14	38.89%	8	22.22%	3	8.33%	3	8.33%	36
	Professor/Senior Librarian	25	13.02%	77	40.10%	34	17.71%	41	21.35%	15	7.81%	192
	Semester by Semester	28	21.21%	56	42.42%	29	21.97%	16	12.12%	3	2.27%	132
	Visiting Faculty	13	24.07%	26	48.15%	11	20.37%	3	5.56%	1	1.85%	54
	138	15.00%	408	44.35%	193	20.98%	133	14.46%	48	5.22%	920	
15.e	Affiliate Instructor	4	4.08%	23	23.47%	23	23.47%	32	32.65%	16	16.33%	98
	Assistant Professor/Librarian	14	8.75%	61	38.13%	32	20.00%	36	22.50%	17	10.63%	160
	Associate Professor/Librarian	24	10.08%	84	35.29%	43	18.07%	57	23.95%	30	12.61%	238
	Instructor/Other Faculty	5	13.51%	9	24.32%	10	27.03%	8	21.62%	5	13.51%	37
	Professor/Senior Librarian	24	12.57%	67	35.08%	38	19.90%	45	23.56%	17	8.90%	191
	Semester by Semester	9	7.14%	30	23.81%	34	26.98%	34	26.98%	19	15.08%	126
	Visiting Faculty	2	4.00%	11	22.00%	21	42.00%	8	16.00%	8	16.00%	50
		82	9.11%	285	31.67%	201	22.33%	220	24.44%	112	12.44%	900
15.f	Affiliate Instructor	6	6.06%	28	28.28%	23	23.23%	28	28.28%	14	14.14%	99
	Assistant Professor/Librarian	11	6.83%	48	29.81%	25	15.53%	52	32.30%	25	15.53%	161
	Associate Professor/Librarian	17	7.11%	75	31.38%	45	18.83%	67	28.03%	35	14.64%	239
	Instructor/Other Faculty	5	13.89%	12	33.33%	6	16.67%	6	16.67%	7	19.44%	36
	Professor/Senior Librarian	20	10.42%	57	29.69%	46	23.96%	51	26.56%	18	9.38%	192
	Semester by Semester	15	12.10%	44	35.48%	32	25.81%	23	18.55%	10	8.06%	124

by Gender

Staff Responses from Table 36 by Gender

		Answer										
		Strongly Agree		Agree		Neither		Disagree		Strongly Disagree		
Question	Gender	n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	Row Total
15.a	Men	38	10.38%	73	19.95%	57	15.57%	115	31.42%	83	22.68%	366
	Women	56	12.04%	111	23.87%	83	17.85%	153	32.90%	62	13.33%	465
		94	11.31%	184	22.14%	140	16.85%	268	32.25%	145	17.45%	831
15.b	Men	108	27.14%	201	50.50%	43	10.80%	35	8.79%	11	2.76%	398
	Women	94	18.88%	266	53.41%	76	15.26%	50	10.04%	12	2.41%	498
		202	22.54%	467	52.12%	119	13.28%	85	9.49%	23	2.57%	896
15.c	Men	74	18.55%	172	43.11%	88	22.06%	49	12.28%	16	4.01%	399
	Women	64	12.72%	233	46.32%	105	20.87%	76	15.11%	25	4.97%	503
		138	15.30%	405	44.90%	193	21.40%	125	13.86%	41	4.55%	902
15.d	Men	63	16.20%	174	44.73%	73	18.77%	59	15.17%	20	5.14%	389
	Women	68	13.85%	217	44.20%	113	23.01%	69	14.05%	24	4.89%	491
		131	14.89%	391	44.43%	186	21.14%	128	14.55%	44	5.00%	880
15.e	Men	47	12.05%	133	34.10%	83	21.28%	83	21.28%	44	11.28%	390
	Women	31	6.61%	145	30.92%	109	23.24%	121	25.80%	63	13.43%	469
		78	9.08%	278	32.36%	192	22.35%	204	23.75%	107	12.46%	859
15.f	Men	41	10.62%	128	33.16%	84	21.76%	92	23.83%	41	10.62%	386
	Women	30	6.37%	144	30.57%	97	20.59%	135	28.66%	65	13.80%	471
		71	8.28%	272	31.74%	181	21.12%	227	26.49%	106	12.37%	857
15.g	Men	110	29.10%	162	42.86%	71	18.78%	24	6.35%	11	2.91%	378
	Women	118	24.84%	195	41.05%	87	18.32%	49	10.32%	26	5.47%	475
		228	26.73%	357	41.85%	158	18.52%	73	8.56%	37	4.34%	853
15.h	Men	70	18.42%	174	45.79%	84	22.11%	30	7.89%	22	5.79%	380

by Race/Ethnicity

Faculty Responses from Table 36 by Race/Ethnicity

		Answer										
		Strongly Agree		Neither		Agree		Disagree		Strongly Disagree		
Question	Race Ethnicity	n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	Row Total
15.a	African American/African/Black	5	20.83%	4	16.67%	6	25.00%	6	25.00%	3	12.50%	24
	American Indian/Alaskan Native/Other/Not Listed	5	25.00%	4	20.00%	4	20.00%	2	10.00%	5	25.00%	20
	Asian/Asian American/Hispanic/Latino	13	16.67%	20	25.64%	22	28.21%	14	17.95%	9	11.54%	78
	Multi-Racial/Ethnic	4	17.39%	2	8.70%	6	26.09%	6	26.09%	5	21.74%	23
	White	66	9.81%	110	16.34%	145	21.55%	232	34.47%	120	17.83%	673
.		93	11.37%	140	17.11%	183	22.37%	260	31.78%	142	17.36%	818
15.b	African American/African/Black	6	21.43%	4	14.29%	14	50.00%	2	7.14%	2	7.14%	28
	American Indian/Alaskan Native/Other/Not Listed	5	.	8	40.00%	6	30.00%	1	5.00%	.	.	20
	Asian/Asian American/Hispanic/Latino	12	15.58%	11	14.29%	36	46.75%	12	15.58%	6	7.79%	77
	Multi-Racial/Ethnic	3	11.54%	6	23.08%	14	53.85%	2	7.69%	1	3.85%	26
	White	173	23.54%	89	12.11%	392	53.33%	67	9.12%	14	1.90%	735
.		199	22.46%	118	13.32%	462	52.14%	84	9.48%	23	2.60%	886
15.c	African American/African/Black	4	14.29%	5	17.86%	12	42.86%	6	21.43%	1	3.57%	28
	American Indian/Alaskan Native/Other/Not Listed	3	15.00%	2	10.00%	5	25.00%	7	35.00%	3	15.00%	20
	Asian/Asian American/Hispanic/Latino	9	11.84%	16	21.05%	36	47.37%	10	13.16%	5	6.58%	76
	Multi-Racial/Ethnic	2	7.69%	11	42.31%	8	30.77%	4	15.38%	1	3.85%	26
	White	119	16.06%	155	20.92%	339	45.75%	98	13.23%	30	4.05%	741
.		137	15.38%	189	21.21%	400	44.89%	125	14.03%	40	4.49%	891
15.d	African American/African/Black	3	11.54%	7	26.92%	12	46.15%	3	11.54%	1	3.85%	26
	American Indian/Alaskan Native/Other/Not Listed	2	10.00%	4	20.00%	6	30.00%	6	30.00%	2	10.00%	20
	Asian/Asian American/Hispanic/Latino	7	9.21%	17	22.37%	33	43.42%	13	17.11%	6	7.89%	76
	Multi-Racial/Ethnic	2	7.69%	11	42.31%	9	34.62%	3	11.54%	1	3.85%	26
	White	115	15.93%	146	20.22%	327	45.29%	101	13.99%	33	4.57%	722

Question	Race Ethnicity	Answer										Row Total
		Strongly Agree		Neither		Agree		Disagree		Strongly Disagree		
		n	Row %	n	Row %	n	Row %	n	Row %	n	Row %	
.		129	14.83%	185	21.26%	387	44.48%	126	14.48%	43	4.94%	870
15.e	African American/African/Black	2	7.69%	5	19.23%	7	26.92%	6	23.08%	6	23.08%	26
	American Indian/Alaskan Native/Other/Not Listed	2	9.52%	6	28.57%	3	14.29%	6	28.57%	4	19.05%	21
	Asian/Asian American/Hispanic/Latino	6	7.69%	15	19.23%	30	38.46%	10	12.82%	17	21.79%	78
	Multi-Racial/Ethnic	3	12.50%	4	16.67%	4	16.67%	10	41.67%	3	12.50%	24
	White	63	9.01%	162	23.18%	227	32.47%	172	24.61%	75	10.73%	699
.		76	8.96%	192	22.64%	271	31.96%	204	24.06%	105	12.38%	848
15.f	African American/African/Black	1	3.57%	4	14.29%	7	25.00%	10	35.71%	6	21.43%	28
	American Indian/Alaskan Native/Other/Not Listed	3	15.00%	6	30.00%	3	15.00%	4	20.00%	4	20.00%	20
	Asian/Asian American/Hispanic/Latino	4	5.19%	17	22.08%	26	33.77%	14	18.18%	16	20.78%	77
	Multi-Racial/Ethnic	2	8.70%	6	26.09%	3	13.04%	10	43.48%	2	8.70%	23
	White	59	8.44%	150	21.46%	227	32.47%	184	26.32%	79	11.30%	699
.		69	8.15%	183	21.61%	266	31.40%	222	26.21%	107	12.63%	847
15.g	African American/African/Black	4	.	4	16.00%	13	52.00%	.	.	4	16.00%	25
	American Indian/Alaskan Native/Other/Not Listed	6	28.57%	5	23.81%	4	19.05%	4	19.05%	2	9.52%	21
	Asian/Asian American/Hispanic/Latino	15	20.27%	15	20.27%	37	50.00%	4	5.41%	3	4.05%	74
	Multi-Racial/Ethnic	2	8.33%	5	20.83%	9	37.50%	7	29.17%	1	4.17%	24
	White	201	28.76%	126	18.03%	289	41.34%	57	8.15%	26	3.72%	699
.		228	27.05%	155	18.39%	352	41.76%	72	8.54%	36	4.27%	843
15.h	African American/African/Black	3	.	9	34.62%	12	46.15%	.	.	2	7.69%	26
	American Indian/Alaskan Native/Other/Not Listed	4	21.05%	5	26.32%	7	36.84%	1	5.26%	2	10.53%	19
	Asian/Asian American/Hispanic/Latino	10	12.82%	11	14.10%	42	53.85%	10	12.82%	5	6.41%	78
	Multi-Racial/Ethnic	3	.	9	36.00%	8	32.00%	5	20.00%	.	.	25
	White	135	19.34%	136	19.48%	308	44.13%	83	11.89%	36	5.16%	698
.		155	18.32%	170	20.09%	377	44.56%	99	11.70%	45	5.32%	846
15.i	African American/African/Black	3	10.34%	5	17.24%	13	44.83%	2	6.90%	6	20.69%	29

OMBUDS¹ TASKFORCE CONCLUSIONS AND RECOMMENDATIONS (Rev 4/10/14)

March 24, 2014

Charge: Explore feasibility of having an ombudsperson for faculty/students/staff while considering cost/benefit analysis, surveying efficacy of existing mechanisms for problem solving & conflict resolution, considering various options for procedures & scope of office and mapping functions & need [where are the gaps and for whom] for an ombudsperson.

"From my perspective as the Vice Chancellor, I can't imagine operating without the Ombuds. The position has proven invaluable in terms of both retention and graduation. Moreover, incoming students and parents in the past have inquired at orientation about the availability of an ombudsman."

(Vice Chancellor for Student Affairs, UM-Flint, interview with Prof. Jonathan Hodge, Fall 2013.)

"Every campus should have an official who serves as an ombudsperson, responsible on his or her own or through other staff for providing confidential advice about perceived acts of discrimination, bias, and harassment involving faculty, students, and staff from all parts of the campus. The ombudsperson will remain entirely independent from the lead discrimination officer and will be located separately from the lead discrimination officer. He or she may carry out some investigations and seek informal resolutions of complaints, as well as contributing data to the annual report."

(President of University of California Janet Napolitano, Letter to UC Chancellors, January 24, 2014. <http://www.ucop.edu/moreno-report/>)

¹ The term “Ombuds” in this report is intended to encompass all other forms of the word, such as Ombudsperson, Ombuds Officer and Ombudsman, a Swedish word meaning agent or representative.

Table of contents

Definition of an Ombuds	3
A. Executive Summary	4
1. Rationale	4
2. Response to the Charge	5
a. Costs and Benefits	5
b. Efficacy of Existing Services	5
c. Recommendation	6
d. Taskforce Membership	7

The full report

B. Rationale for an Ombuds Office	8
1. Vision/Resource Alignment	8
2. Inclusion and Equity	8
3. It's Who We Are: Campus Climate at GVSU	8
4. Transparency/Efficacy	9
5. Three Stakeholder Groups Served and Needs Expressed	9
6. Strategic Plan Links	10
C. Response to the Charge	12
1. Cost/Benefit Analysis	12
a. Increase in Faculty Productivity	13
b. Administrative Savings	13
c. Faculty and Student Retention	13
d. Savings in Legal Costs	14
e. Other Potential Benefits	15
f. Summary of Benefits and Costs	16
2. Surveying Efficacy of Existing Resources	16
a. Student Coverage—Student Services	16
i. Student Perspective	16
ii. Dean of Students Division Perspective	16
b. Student Coverage—Academic	17
c. Faculty/staff Coverage	18
i. Human Resources (HR) Perspective	18
ii. Argument Against Need for Ombuds	19
3. Options for Procedure/Scope of Office	20
a. Recommendation of One Full-time Position	20
b. Creation of an Ombuds Network	21
c. Job Title/Description/Reporting Structure	21
d. Legal Issues—Confidentiality and Notice	24
4. Mapping Function and Need	24
a. Climate Studies	24

b. Equity and Inclusion	28
c. Collegiality Taskforce and Work of Ombuds	29
Appendices	
Appendix 1: Illustrations of Current Structures	31
Appendix 2: Collegiality Policy 2-24-2014	34
Appendix 3: Benchmarking Michigan Schools	36
References	37

Additional supporting documents under separate cover:

“Ombuds White Paper”

“Student Report on Student Coverage”

Definition of an Ombuds:

The Ombuds is appointed by the President and designated as a **neutral and fully impartial** third party available to assist students, faculty and staff (*stakeholders*), in the resolution of conflicts or disputes within our University. The Ombuds acts **independently and informally** in assisting our stakeholders in understanding university rules and regulations and the best available options for resolving disputes; the Ombuds is not an advocate but seeks processes that are fair and equitable to all parties. The Ombuds maintains absolute **confidentiality** with communications involving those seeking assistance, except when given permission by the individual or where there is reasonable risk of serious harm. More specifically

The Ombuds Does

- Receive and attempt the early and most efficient resolution of stakeholder conflicts;
- Act as a “facilitator” in the referral of stakeholders to the best available University resources, thereby improving overall efficiency and productivity;
- Proactively and with anonymity report periodically to the President of the University on Stakeholder trends and new best practices; and
- Proactively and with anonymity work with other like University resources to share the learnings reflected in such reports and improve University resolution processes.

The Ombuds Does NOT

- Give legal advice or act as an advocate or participate in any judicial process or hearing;
- Accept “Legal Notice” on behalf of the University ... utilizes a Written Release; and
- Have a direct interest in the outcome of any dispute; will not mandate or determine right from wrong, and will not violate established University resolution policies or processes.

A. Executive Summary

1. Rationale for an Ombuds

Grand Valley State University's current resources and structure do not fully support our vision of inclusivity and collegiality, too often impeding stakeholders' efforts to resolve challenges and conflicts constructively and quickly. A central Ombuds, responsible for serving all stakeholders, would facilitate resolution in a confidential, supportive, efficient manner, strongly demonstrating GVSU's commitment to every individual in our community.

An Ombuds would have broad-reaching benefits to the entire GVSU community, increasing efficiency of efforts of administrators, faculty, staff and students, and further enhancing employee longevity and student retention, both of which are already robust. Creating a GVSU Ombuds is a logical outcome of the 2011 myGVSU study, GVSU's most recent climate study. It would visibly reinforce GVSU's commitment to the continuous improvement of our campus climate; such dedication is simply part of our identity— who we are, and what we have become as an institution.

Though originally charged to explore the feasibility and need for an Ombuds for GVSU Faculty and Staff, members of the Ombuds Task Force unanimously agreed to broaden its charge to include Students. Existing GVSU resources do not fully support resolution of conflicts that arise among and between members of these three stakeholder groups (students, staff and faculty). An independent Ombuds, not part of any existing division, but with connections to all, could do so effectively and with transparency. Despite the excellence of existing resources available to GVSU's three stakeholder groups, our work revealed that they cannot address all types of conflicts, nor those that arise between students and faculty.

An Ombuds would supplement and facilitate efforts of existing resources available to stakeholders, not duplicate them; s/he would reduce stakeholder confusion and frustration, providing a confidential, "safe" place for them to act towards appropriate, efficient resolution of conflicts. Ombuds working at other universities (including the University of Michigan, Michigan State University, Western Michigan University and Eastern Michigan University) communicate that the existence of an Ombuds Office serves to increase the efficacy of other university entities engaged in problem-solving by serving as a navigating device (akin to a university's problem-solving "Google engine"). It is the creation of this vision of an inclusive, facilitative Ombuds that the Task Force supports wholeheartedly.

Presence of an Ombuds would support GVSU's Vision and Strategic Plan, especially University Strategic Plan Goal Two (providing "a rich, inclusive learning and working environment that attracts, retains, and supports a diverse community"), enhancing our ability to offer effective teaching, learning, inclusiveness and community. Our emphasis

on student retention and diversity speaks significantly to the Ombuds vision of mediating problems and disputes that contribute to student attrition.

2. Response to the Charge

a. Costs and Benefits

The Task Force identified tangible, quantifiable benefits associated with an Ombuds, including increased faculty productivity and administrative savings gained by appropriate diversion of faculty with grievances to the Ombuds rather than a Dean or other senior administrator. Savings linked to students will likely be even greater. An Ombuds might address student concerns that occupy hundreds of hours of administrator time annually in CLAS alone (Associate Dean Schutten), including communications with concerned students and parents whose concerns are eased by learning about university processes and policies. Benefits of successful Ombuds mediation of faculty, staff and student concerns like these are estimated at \$2,000 per incident.

Ombuds services can improve faculty and student retention. One organization's survey of Ombuds office users discovered that nearly 10% reported they would have left the organization had an Ombuds not been available to help resolve their issues (Howard 2011). Employee replacement costs range from 20%-200% of annual compensation. Given GVSU's average faculty salary, the potential financial benefit of retaining even a single faculty member is approximately \$15,000—which coincidentally equals the financial benefit of retaining a first or second-year undergraduate student (at least \$15,000/year; Joseph Godwin, GVSU Associate Vice President for Academic Affairs). If 2% of faculty and students made use of an Ombuds each year, and just 2% of those individuals thereby resolved issues that otherwise would have caused them to leave the university, the financial benefit of Ombuds services to the university would equal \$162,000 annually.

Other benefits might accrue via Ombuds services. Although GVSU is involved in relatively few lawsuits, litigation is expensive; resolving even a single case without litigation would represent a substantial savings to the university, and potentially avoid negative publicity as well. Intangible benefits of an Ombuds are many, including enhancing the image of GVSU as an inclusive, welcoming and caring institution; providing a highly visible, central resource for conflict resolution; increasing efficiency and productivity of existing resources; educating faculty and students on university policies and procedures, thus facilitating informed decision-making; improving employee and student morale (thereby improving performance); providing an "early warning system" for senior administration by identifying organizational issues; and resolving issues before they escalate into destruction or violence.

b. Efficacy of Existing Services

Many people provide excellent services assisting GVSU stakeholders across the university, but conflict resolution is housed in three different divisions of the university, making timely, efficient problem-solving difficult. In particular, faculty and students are challenged by navigating what is perceived as an opaque and complex system.

Representatives of both the Student Senate and GVSU administrators who work closely with students expressed strong support for a mechanism to streamline and coordinate efforts to resolve student concerns. Anecdotal evidence provides compelling examples of situations where an Ombuds might successfully mediate student-faculty conflicts, especially those not directly related to grades.

In contrast, Sue Sloop, Work-life Consultant in HR, provided multiple scenarios where conflicts among staff members and between staff and administrators were handled effectively, and others where employees were assisted in handling life events that exacerbated stressful situations at work. Successes such as these demonstrate where existing resources are effective and do not require duplication, and Sue Sloop expressed concerns that adding another piece would complicate GVSU's structure and yield more, not less, confusion for stakeholders, especially staff members. The majority of task force members, however, strongly embrace the vision of an Ombuds as *supplementing and increasing the efficiency and efficacy of existing services at GVSU*. The Ombuds would emphasize a proactive approach, aiming to identify trends among stakeholders with a goal of *preventing* problems.

c. Recommendation

The Task Force recommends the *formation of one, full-time Ombuds position*. We further recommend the formation of an *Ombuds Network*, with representation of stakeholders from Student Affairs, Inclusion and Equity, faculty governance, student governance, and staff; the network would meet regularly with the Ombuds to identify and addressing trending issues. The full report includes a detailed description of the proposed position, but, in brief, the Ombuds would serve as a *designated neutral and impartial third party whose major function is to provide confidential, informal assistance to constituents of the university community, including students, staff, faculty and administrators*.² The Ombuds would assure confidentiality to the fullest extent to which the law allows, keeping information confidential in accordance with the Code of Ethics and Standards of Practice of the International Ombudsman Association. The Ombuds function is *independent of existing administrative structures, reporting directly to the President*. The Ombuds *does not accept notice on behalf of the university*; the precedent of an Ombuds who is not of notice is well-established at peer institutions. Based on anonymous

² While Human Resources and the Office of Inclusion and Equity are offices of record, accepting legal notice, an Ombuds does not accept legal notice and is obligated to make that clear at the outset of any communication with a member of the university community (peer institutions, including EMU, MSU and NIU use a release form to do so). Furthermore, while HR is in a position to assist employees with HR-related policies, procedures and programs, it is not able to be completely neutral whereas it is a primary obligation of the Ombuds to maintain neutrality. The following quote from the website of the International Ombuds Association makes clear the potential benefits of an effective partnership between HR and an Ombuds: "The roles of the Ombudsman and the ER/HR professional are not competing roles, they are complementary. When the two functions work together in an effective partnership, they can yield tremendous benefit to an organization by maintaining an environment that encourages the use of multiple options to surface and resolve issues and to improve systemic policies and procedures." <http://www.ombudsassociation.org/resources/frequently-asked-questions>

aggregate data, the Ombuds periodically reports to the university community about trends in the reporting of issues or concerns, identifies issues with existing policies and practices, may recommend revisions and improvements, and may assess the climate of the campus. These duties would increase, rather than decrease, transparency in GVSU, and facilitate more efficient communications among divisions providing services to students, staff, faculty and administrators. The full report details qualities and skills essential in an effective Ombuds, as well as Task Force recommendations for her/his accountabilities and responsibilities.

d. Taskforce Membership

The Taskforce that was created in response to the ECS Charge is intentionally broad based, diverse, and experienced, representing the Administration, Faculty, Staff and Students, as the primary Stakeholder Groups within GVSU.

Jeanne Arnold, Vice President for Inclusion and Equity
Ruthann Brintnall, Associate Professor, Kirkhof College of Nursing
Sonia Dalmia, Professor, Economics
Connie Dang, Director, Office of Multicultural Affairs
Robert Frey, Assistant Professor, Management, Co-chair of Taskforce
Gretchen Galbraith, Associate Professor, History, Co-chair of Taskforce
John Golden, Associate Professor, Mathematics
Jonathan Hodge, Associate Professor and Chair, Mathematics
Jodee Hunt, Professor, Biology
Marlene Kowalski-Braun, Vice Provost, Dean of Students Office
Roxanne Mol, Office Coordinator, CLAS Dean's Office
Debbie Morrow, Senior Librarian, University Libraries
Kristine Mullendore, Professor, School of Criminal Justice/Legal Studies
Kristin Norton, Director, Office of Student Services, Kirkhof College of Nursing
Andrew Plague, Student Senate Vice President for Political Affairs
Mary Schutten, Associate Dean, CLAS Dean's Office
Sue Sloop, Worklife Consultant, Coordinator of Mediation Services for Faculty and Staff, Human Resources
Yosay Wangdi, Associate Professor, History

Subcommittees/Research:

Climate Study History and Linkages—Ruthann Brintnall, Debbie Morrow
Collegiality Taskforce liaison—Kristine Mullendore
Cost-Benefit Analysis—Sonia Dalmia, Jonathan Hodge
Editors—Ruthann Brintnall, John Golden, Jodee Hunt, Debbie Morrow
Position Description—John Golden
Strategic Plan Linkages—Yosay Wangdi
Student Academics Coverage—Roxanne Mol, Mary Schutten
Student Coverage—Connie Dang, Marlene Kowalski-Braun, Andrew Plague

The full report:

B. Rationale for an Ombuds³ Office

1. Vision/Resource Alignment:

We are an institution full of people who care about the welfare of our students, faculty and staff. But our current alignment of resources does not allow us to fully realize our vision of inclusivity and supportive collegiality. Too often, our various constituencies experience roadblocks to speedy resolution of challenges and conflicts and find our current structures confusing and difficult to navigate. A well-publicized and visible Ombuds would become the navigational resource that could enable people to identify, address and resolve issues more quickly. An Ombuds Office also serves as a “safe place” where people can explore possibilities for conflict resolution and be directed to other existing venues on campus as appropriate. Finally, having an institutional, inclusive Ombuds visibly demonstrates GVSU’s commitment to every individual in our community; an Ombuds would provide services and a “presence” that would have substantive and broad-reaching benefits to GVSU and every member of its community.

Fundamentally, an ombudsman program exists to further serve those principles that cannot satisfactorily be quantified nor subjected to a cost-benefit analysis. An Ombudsman exists to further the ends of justice, to promote a humane system of administration, to provide people with options for hearing concerns and for efficient redress of grievances. Even so, our cost-benefit analysis anticipates significant savings to the university in terms of administrative, faculty, staff and student time saved through efficient and meaningful conflict resolution and university resources saved through lower attrition rates among students and faculty and through savings in litigation costs.

2. Inclusion and Equity:

Creating a GVSU Ombuds is the logical outcome of our most recent Climate Study—just as the creation of the Division of Inclusion and Equity was the logical and right outcome to the previous (2005) Climate Study. Currently, the Division of Inclusion and Equity reports that it is frequently contacted by people seeking resolution to challenges that are not in its purview, as we discuss more fully below (Section B4). Creation of an Ombuds will provide a place to send people whose issues cannot be resolved within the Division of Inclusion and Equity.

3. It’s who we are: Campus climate at Grand Valley

Grand Valley has established a notable level of employee longevity, balancing that with significant increase in numbers and maintaining a record of effective growth and innovation in the recent decade. The university also has a comparatively high retention rate among its students, even in challenging economic times. It can be argued that all of these gains are related directly to a healthy and nurturing institutional culture. Central to

³ The term “**Ombuds**” in this report is intended to encompass all other forms of the word, such as Ombudsperson, Ombuds Officer and Ombudsman, a Swedish word meaning agent or representative.

the story of Grand Valley is our now twenty-year history of periodic “campus climate study” surveys, and the actions undertaken as a result of the findings.

Studies guided by consultants and reported on in 1994, 2000, 2005, and 2011 have established an institutional habit of engaging the entire campus in sharing honest feedback about individuals’ experience as members of the community. The leadership of President Arend Lubbers (retired, 2001) in agreeing to the first and second “Climate Study for Women,” and of Presidents Mark Murray (2001-2006) and Thomas Haas (2006-present) in encouraging successive studies (the 2005 “Diversity Study” and the 2011 “MyGVSU” study) is matched by their further willingness to make authentic evaluations of the results and take action to effect positive change at Grand Valley.

Significant projects that have had direct roots in concerns brought to light by GVSU climate studies include:

- Establishment of the Children's Center in an on-campus facility
- Establishment of the Women's Commission
- Clarification of the discriminatory harassment policy
- Establishment of a group to study gay/lesbian/bisexual issues
- Studies of faculty and staff salary patterns
- Creation of the position of V.P. for Inclusion & Equity
- Arrival of Dr. Jeanne Arnold, first V.P. for Inclusion & Equity

Each of these projects involved confronting challenging questions of social good and organizational culture with resolve and vision. Each change represents determination to keep improving Grand Valley as a place to learn, live, and work. The most recent GVSU climate study, the 2011 report on the MyGVSU Survey results, demonstrates that there is still room for improvement at GVSU. We are confident that we have the leadership, the resolve, and the vision to take the necessary steps to do so, because it’s who we are.

4. Transparency and Efficacy:

An independent Ombuds, not part of any one division, but with connections to all divisions, would support transparency and effective conflict resolution. Currently, the resources for mediating and resolving conflicts are housed in three different divisions and no one of them is universally available to our three groups of stakeholders, students, staff and faculty. Students and faculty, in particular, report confusion and frustration with current systems; as a consequence, those dealing with conflicts report that either the problem escalates to the point that it takes up a great deal of time or they give up seeking resolution. Because part of the job of an Ombuds is to publicize its services to campus stakeholders, it also provides efficacy in terms of motivating faculty, staff and students to take a first step that will either begin the process of a solution or direct them to the appropriate existing resources at the university.

5. Three Stakeholder Groups Served and Needs Expressed:

The Ombuds White paper that serves as the beginning of the exploration continued by this Task Force, examined the need for an Ombuds who would serve faculty and staff. This Taskforce, not unlike the Collegiality Taskforce commissioned by the Executive

Committee of the Senate (ECS) at the same time, quickly unanimously supported the usefulness of an Ombuds to also serve the needs of students consistent with numerous schools within Michigan and across the country that use the services of an Ombuds. Thanks to ECS, we began our process with student, faculty and staff representation.

See *Ombuds White Paper* (separate document)

Through close study of the 2011 MyGVSU Climate Study and our fact-finding process we have been made aware that each of our three groups of stakeholders (faculty, staff and students) has unique concerns that need addressing but also recognize that their concerns often intersect. An Ombuds that can work with all three groups is the one most likely to foster successful outcomes. A further conclusion that this Taskforce has reached is that it's specifically at those points of intersection (moments of misunderstanding or conflict between student/faculty, administrator/staff, student/staff) that our current system reveals its flaws precisely because current mechanisms for conflict resolution are housed in three different divisions within GVSU and/or are not universally available to all three groups. The mediation services available in HR, for example, are not available to students. More anecdotally, while it is clear that HR does excellent work in the arena of staff/administrator conflict resolution, we learned from a range of faculty that they would not consider HR as a resource for faculty-specific concerns. Moreover, we have learned from interviews with Ombuds at a number of universities that the existence of an Ombuds Office serves to increase the efficiency and efficacy of other entities across the university engaged in problem-solving by serving as a navigation device (or "Google" engine), identifying multiple options and directing people to the resources most appropriate to their situations. In addition, the problem solving and information gathering abilities of an Ombuds office are increased by access to the three stakeholder groups.

See Appendix 1: Visual Illustrations of Current Structures (attached below).

6. Strategic Plan Links:

Creation of an Ombuds Office will support GVSU's Vision and Strategic Plan, specifically goals 2, 2.3, 2.5.

"Our strategic plan is built around seven values that define Grand Valley: effective teaching, liberal education, scholarship, service, inclusiveness, community, and sustainability.

(Grand Valley State University's Strategic plan 2010-2015)

The Ombuds Office would support effective teaching, learning, inclusiveness and community. In particular, GVSU's value statements on Inclusiveness and Community speak to the Ombuds vision of conflict mediation.

Inclusiveness

Possessing and mastering a range of thoughtful perspectives is necessary for open inquiry, a liberal education, and a healthy community.

Recognizing this, Grand Valley seeks to include, engage, and support a

diverse group of students, faculty, and staff. The institution values a multiplicity of opinions and backgrounds, and is dedicated to incorporating multiple voices and experiences into every aspect of its operations. We are committed to building institutional capacity and strengthening our liberal education through providing an inclusive environment for all of our Grand Valley constituents.

Community

Grand Valley State University values its connections to, participation with, and responsibility for local communities, the West Michigan region, the state, the nation, and the world. The university embraces the participation of diverse individuals, groups, and organizations from every corner of the globe and both encourages and supports the participation of its students, faculty, and staff in educational opportunities abroad. To foster and expand these community connections, the institution and its members promote, value, and honor diverse perspectives. We seek to act with integrity, communicate openly and honestly, and accept responsibility for our words and actions.

Connected to GVSU's Values Statements are a suite of Accountability Measures. Consider the emphasis on student retention and diversity reflected in two of them, Access and Affordability, and Diversity and Inclusion. These speak significantly to the Ombuds vision of mediating problems and disputes that contribute to attrition:

Access and Affordability

A public university must be available to serve a diverse community of students A public university should be managed in a way that facilitates student retention and progress toward timely graduation.

Diversity and Inclusion

As intellectual assets, a diverse student body and inclusive university community are essential to the success of the university and its graduates. A public university should be a role model in post-Proposition-2 Michigan.

By increasing the transparency and efficacy of conflict resolution processes—resolving them directly when appropriate, referring them elsewhere when appropriate—the Ombuds Office will specifically support University Strategic Plan Goal Two:

Grand Valley provides a rich, inclusive learning and working environment that attracts, retains, and supports a diverse community.
(See in particular Objectives 2.3, 2.5, 2.6)

C. Response to the Charge

1. Cost-Benefit Analysis for an Ombuds Office at Grand Valley State University

In considering the potential costs and benefits of an Ombuds office at GVSU, we would be wise to keep in mind the words of sociologist William Bruce Cameron, who wrote that “not everything that can be counted counts, and not everything that counts can be counted.” GVSU’s own Prof. Matt Boelkins (Mathematics), recipient of the Outstanding Advising and Student Services Award, reminded us of this adage during his keynote address at the Faculty Awards Convocation on February 6, 2014.

The IOA’s (International Ombuds Association) statement on the cost of an Ombuds office elaborates on this point as follows:

It is important to understand that an Ombudsman program is not a ‘bottom line’ position. An Ombudsman does not exist to make a profit, and the significant value of such a program probably cannot adequately be measured in terms of whether it returns more in savings than it costs to operate the program. Fundamentally, an ombudsman program exists to serve further those principles that cannot satisfactorily be quantified nor subjected to a cost-benefit analysis. An Ombudsman exists to further the ends of justice, to promote a humane system of administration, to provide people with options for hearing concerns and for efficient redress of grievances. Thus even if we assume that the quantifiable benefits of an ombudsman program did not exceed the cost of the program, that would not mean that the program would be valueless or wasteful. It would simply mean that we finally succeeded in identifying the actual cost of the program, that is, the difference between the apparent cost and the quantifiable benefits. It would be necessary to weight the actual cost against the ultimate benefits of the program as a means for pursuit of justice and as forum to give a hearing to the concerns of human beings.⁴

It is perhaps for this reason that few Ombuds programs conduct formal cost-benefit analyses to support their value. In fact, of the peer institutions contacted by this task force, none could provide us with a formal cost-benefit analysis. With that said, there are some tangible and quantifiable benefits associated with effective Ombuds programs. Here we will consider examples of some of these potential benefits.

⁴ The Ombudsman Association Handbook, 1995

a. Increase in Faculty Productivity

Howard reports that usage of Ombuds programs nationwide ranges from 4-8%, with usage within academia toward the low end of this range.⁵ As of the writing of this report, GVSU employed 991 tenured, tenure-track, and affiliate faculty, with an average salary of \$74,010. If 4% (40) of these faculty visited an Ombuds office each year and 25% of these visitors experienced resolution of a problem that led to a 5% increase in productivity, the university would realize a benefit of over \$37,000 annually.

b. Administrative Savings

Deans and other senior administrators are often involved in adjudicating grievances and complaints from faculty. An individual case of average complexity can take between 20-30 hours of administrative time.⁶ Based on this estimate, it is reasonable to assume that the prevention of one faculty grievance per year would yield a benefit of at least \$2,000.

From the student side, even greater benefits may be realized. For example, the CLAS Associate Dean for Students and Curriculum, Mary Schutten, reports that she has investigated an average of 28 student complaints per year for the past five years. Each of these complaints requires approximately 20 hours of time, plus 5 hours of support from an administrative staff member. Dean Schutten reports that, in addition to these formal complaints, she and her staff field at least twice as many calls from students or parents who are contemplating filing a complaint but choose not to do so after learning more about the process and university policies. Finally, Dean Schutten reports that she spends at least twice as much time “meeting with students in the role of Ombuds” as she does actually adjudicating student grievances.⁷

The time savings from preventing a single student complaint can again be valued at approximately \$2,000. If an Ombuds office could prevent 5 student complaints per year (a conservative estimate), this would yield a cost savings of \$10,000 annually, in addition to the increase in efficiency for administrators tasked with handling student complaints.

c. Faculty and Student Retention

The benefits of retaining faculty and students are significant. According to Howard, one organization’s survey of Ombuds office users found that 8-10% of those who visited reported that they would have left the organization if an Ombuds had not been available to assist with the resolution of their issues. Howard concludes that “for an organization with tens of thousands of employees, students, or affiliated people, the potential financial

⁵ Howard, C. (2011). *The organizational ombudsman: Origins, roles, and operations—A legal guide*. Chicago, IL: American Bar Association.

⁶ Personal communication, CLAS Dean’s Office, February 2014

⁷ Personal communication, CLAS Dean’s Office, February 2014

impact of these results is quite significant. *Just the cost savings from not having to replace employees who otherwise would have left may in some cases justify the cost of an ombuds program.* [emphasis added]”⁸

Estimates of employee turnover costs range from 20% to 200% of annual compensation.⁹ Given GVSU’s average faculty salary of \$74,010, the potential financial benefit of retaining one faculty member is approximately \$15,000. According to Joseph Godwin, GVSU Associate Vice President for Academic Affairs, the financial benefit of retaining one first or second year undergraduate student is also at least \$15,000 per year.¹⁰

If 40 faculty and 500 students per year made use of an Ombuds, and 2% of these users found resolution to a problem that would have otherwise caused them to leave the university, the financial benefit of this increased level of retention would amount to \$162,000 per year.

d. Savings in Legal Costs

Howard notes that “effective organizational ombuds offices help reduce litigation costs by working to resolve employment and interpersonal conflict disputes before they become lawsuits.” Howard also notes the following:

*Even though developments in employment law have pressured organizations to develop effective employment practices, policies and reporting mechanisms, the role of an ombuds program in helping to eliminate employment litigation or resolve conflict in an organization has not been fully appreciated by the corporate compliance community. The advantages of reducing employment litigation, however, are substantial.*¹¹

GVSU sees relatively little litigation. According to the University Counsel’s office, GVSU has been involved in 16 lawsuits since 2000.¹² It is difficult to assess exactly how the existence of an Ombuds would have affected the issues involved in these suits. However, we can say with certainty that litigation is costly, and that the benefit of resolving even one case without litigation could be substantial.

One recent example serves as a good illustration of this point. If one performs a Google search for “lawsuits involving Grand Valley State University”, the first result that appears

⁸ Ibid., p. 178

⁹ See, for example, <http://gvsu.edu/s/zC> and <http://gvsu.edu/s/zD>.

¹⁰ Personal communication, November 2013

¹¹ Ibid., p. 182, 180

¹² Personal communication, February 2014

is a *Huffington Post* article entitled “Grand Valley State University Settles Guinea Pig Lawsuit For \$40,000.”¹³ The case involved a GVSU student who alleged a violation of the Fair Housing Act in regards to restrictions on her ability to keep a guinea pig as an emotional support animal in on-campus housing. According to the *Huffington Post* article, “the university stated that it does not believe it ‘acted wrongly,’ but noted the settlement will save the cost of further litigation.” It is at least conceivable that an Ombuds could have helped resolve a case like this one outside of the legal system. Doing so would have saved not only the cost of litigation, but also negative publicity for university on a national scale.

Because of the difficulty in predicting the savings in legal costs potentially resulting from an effective Ombuds program, we have not formally included these potential savings in our analysis. However, they are certainly real and tangible benefits that only serve to increase the value of the office.

e. Other Potential Benefits

In addition to the tangible financial benefits that an effective Ombuds program can bring to a university, there are other less tangible but highly valuable benefits, including:

- * enhancing the image of GVSU as a welcoming, inclusive, and caring institution;
- * adding mission-related value;
- * improving employee morale, leading to improved organizational performance and climate;
- * sending a strong message that the university is committed to effective and equitable dispute resolution;
- * serving as an “early warning system” for senior administration via identification of organizational issues and trends;
- * resolution of issues before they escalate into destructive conflict or violence;
- * providing an easily identifiable and central resource for conflict resolution;
- * providing a neutral source of confidential assistance for all types of problems, thereby filling in gaps in existing resources;
- * helping users make best use of existing resources, thereby increasing efficiency and productivity; and
- * educating faculty and students on university policies and procedures to enable informed choices and proper use of formal processes.

¹³ http://www.huffingtonpost.com/2013/03/11/grand-valley-state-guinea-pig_n_2854661.html

f. Summary of Benefits and Costs

Including only increased faculty productivity, administrative savings, and faculty and student retention, the anticipated annual benefits of an effective Ombuds program can be summarized as follows:

• Increased faculty productivity	\$37,000
• Administrative savings	\$12,000
• Faculty and student retention	\$162,000
• Total	\$211,000

These potential benefits, which are based on conservative estimates, would more than justify the cost of a well-funded Ombuds office. If, in lieu of creating new position(s), the Ombuds office was staffed by reallocation of existing resources, then the financial benefits would be even greater.

2. Surveying Efficacy of Existing Mechanisms for Problem-solving & Conflict Resolution:

As the Task Force went through the process of talking to stakeholders across the university, it became clear to us that many people are engaged in resolving problems for students, faculty and staff across the university and that they are doing excellent work. But it also became increasingly clear that our institutional structures—with conflict resolution housed in three different divisions of the university—often make it difficult to achieve timely problem-solving and that faculty and students alike often find it challenging to know where to begin and to negotiate a seemingly opaque system.

a. Student Coverage—Student Services

i. Student perspective on gaps in current coverage:

Please refer to the separate extensive report that accompanies this report. Compiled by Andrew Plague, student representative to our Taskforce, the Student Perspective Report includes the results of a student survey; a Student Senate resolution in support of an Ombuds position; and an overview of student perspectives on gaps in current services.

ii. Dean of Students Division Perspective:

The Dean of Students Office sees the benefit of Ombuds Services to address concerns of currently enrolled GVSU students. This service would be a resource for helping students to achieve resolutions to University related challenges. While there are many resources on campus, it is sometimes the case that students don't utilize them due to a perceived bias regarding the role that faculty/staff need to play in prioritizing advocacy for the institution over the student.

An Ombuds philosophy supports a safe place for unveiling problems and assists in continuous quality improvements to organizational culture. The Ombuds function actively engages the institution in the art of listening to constituents, creating multiple

ways to communicate, with an ear toward systemic solutions. When disparate offices are listening to problems without a central location for analysis, sometimes opportunities for systems changes are missed. Creating a safe place for complaints to come forward has the benefit of creating the potential for more effective solutions.

Including an additional change-agent seems an obvious benefit. The Ombuds provides yet another avenue to learn what we are doing well and what can be improved. The current offices that are known for primary advocacy in the Division of Student Services are the Office of Multicultural Affairs, the LGBT Resource Center and the Women's Center. While these offices are of tremendous assistance to students, they often interact with students based on identity needs. And, when needs go beyond this, these offices are not always in the best position to assist.

If an Ombuds position were created, the Dean of Students Office supports the proposal that this function comprehensively serve the needs of students, faculty and staff. If resources prevent a new position from being developed, however, the office sees a shared support model as being effective – with people from the Dean of Students Office, Human Resources and Faculty serving as an Ombuds team. The question with this model is whether or not the desired level of confidentiality can be achieved to make this effective. Ombuds are increasingly recognized and supported across institutions of higher education as a valuable resource for students in achieving self-efficacy by working collaboratively to solve dilemmas that might deter a student from persisting or, worse, motivate them to withdraw.

b. Student Coverage—Academic

CLAS Dean's Office Perspective:

Evidence provided by the CLAS Associate Dean of Students and Curriculum Office indicates that current procedures are often confusing for students and inconclusive. Several anecdotes serve to highlight student concerns that could be mitigated by an Ombuds.

Anecdotes:

Student was struggling with grades in a course and went to the professor to discuss dropping the course. The professor used profanity and made the student feel uncomfortable. The student claimed s/he was afraid to go back and talk further to this professor to discuss options because s/he was intimidated from his use of profanity. This situation became more complicated due to a lack of communication and a fear of a further negative encounter. An Ombuds office could have helped the student understand options and proactively problem solve rather than being fearful of talking to this professor.

Student took a 200 level course from a new professor. The professor told a handful of students at the end of the course that much of the content was taught from the subsequent course. The professor also told the student that maybe Records will just change the transcript. The student needs both courses and since s/he had the content from the second course while enrolled in the first one, she then registered for the first one

again. Records obviously could not simply change the transcript. S/he and the parent spoke with the unit head and was given the option of taking the subsequent course with the same professor to assure that appropriate content was covered. The end result was that she was able to drop the course and get into the right one with the same professor to ensure proper content delivery. But in the meantime this problem became the quest of the parent to solve and the student's mother got involved. This made the process complicated and confusing, because all information was not being shared properly. Mom wanted our office to fix the transcript. After sitting down and letting the parent know that this was not an option, both student and parent agreed to the registration of the proper course. If there was an Ombuds office, the parent might have been able to feel comfort in the fact that the student was handling the situation before it had to become an issue and the student would have experience much less stress and confusion.

Student was having a difficult time in a course. In front of the entire class, the professor instructed the student to come to professor's office for help. The student was not able to get to the office right away due to issues in the student's schedule. The next day in class professor raised his/her voice and reminded the student that s/he had not come to see the professor and wanted an explanation that moment. In addition, professor also grabbed this student's arms and was moving the arms without permission of the student. This action created a perception of violation of personal space among other things. These actions from the professor caused the student great embarrassment, humiliation; he/she felt intimidated, threatened and bullied. If there was an Ombuds, the student could have come in to get direction on how to handle bullying in the classroom. The Student Code (Appendix B) outlines the grade appeal process and the Student Code outlines the grade appeal process as well as the grievance process for a student to lodge against faculty. However, too often, these mechanisms do not provide straightforward and timely solutions. The anecdotes are common examples of student complaints in CLAS—none were grade appeals but they ultimately ended up in this office absent another avenue for pursuing complaints. Arguably, these are the kinds of cases that an Ombuds could help to mediate.

c. Faculty/staff Coverage

i. Human Resources perspective:

Conflict resolution scenarios provided by Sue Sloop, Worklife Consultant in HR, make it clear that the university does a very satisfactory job of providing resources for conflict resolution among staff members and between staff and administrators.

Anecdotes:

Department chair, 2 Professional Support Staff (PSS): Basically poor communication between all 3 parties and manipulative behavior on the part of one of the PSS's. Maggie McCrystal, Director of Staff Relations in HR, and Sue Sloop worked together with the group to explore the situation. The Department Chair and one of the PSS's went to mediation. Ultimately, one of the PSS's was moved into a new position.

Facilitated Conversation: Sue Sloop met with 2 supervisors and a staff member to help with facilitating an electronic Performance Development Program (ePDP) review.

This was not mediation, but the facilitated conversation helped with the communication regarding an ePDP and improved the ultimate outcomes.

Strained working relations among a Department group of PSS's: Power struggles and poor communication created awkward relationships. Recently HR Career Coach, Kim Monaghan, and Sue Sloop have worked with a small group of staff members who have had a history of distrust and poor communication between themselves and with their supervisor. Monaghan and Sloop have met individually with members of this group to hear their perspectives and have met with them multiple times as a group to facilitate conversation and to determine how they can move forward. The group is moving toward taking ownership of the challenges in their workplace and toward resolving conflict in a professional and productive manner. Because of her position as Worklife Consultant, Sue Sloop has been able to see this process through its entirety, from the initial contact to developing better communication and moving this group forward.

Mistreatment in the workplace: Often times Sue Sloop will be asked to meet with someone who is feeling mistreated in his/her workplace. The person may not want to take their story any further, but need a place to vent. This may result in a referral to Kim Monaghan to work on tools needed to “survive” in their current situation. Examples include how to communicate, how to maintain a professional relationship, boundaries, etc.

Life events which cause stress that result in conflict in the workplace. Often times workplace stress can be traced back to an eldercare situation, a divorce, or other types of stress due to a significant life event. Faculty or staff member may be referred to Encompass, legal or financial services, and elder or child care resources.

ii. Argument against need for Ombuds:

A contrasting perspective against the need for an Ombuds, submitted by Taskforce Member, Sue Sloop, Worklife Consultant and Coordinator of Mediation Services for Faculty and Staff in HR. In Sue Sloop's words:

“While I support the idea of an ombudsman position, in my opinion the position would be misplaced and redundant. As I have stated in previous meetings, the proposed ombudsman position duplicates the Work Life Consultant position on many levels. As the issues surrounding the ombudsman position come to the forefront, adding ombudsman responsibilities to the Work Life position would enhance the scope of the services that are currently offered. Adding another layer of referral to the conflict resolution process would only contribute to the confusion of a faculty or staff member contemplating where to go with a concern or problem. Given the nature of most concerns in the workplace, chances are that these concerns would end up being referred back to Work Life Connections or to Human Resources. Again, what would be the advantage of adding yet another layer to the perceived confusion of “where to go?”

“I do agree that specific training in the area of ombudsman protocol would be required for this position. Together with my background in social work, crisis intervention, and

40 hours of mediation training, the ombudsman training would provide a solid ground for conflict resolution, resources, and referral.

“In addressing the issue of confidentiality, if the university determines that an ombudsman can be a person “not on notice,” then the Work Life position would be able to adhere to this same level of confidentiality. I do not feel that this needs to be independent of the current position.

“In addition, separate reporting could most likely be arranged; however, I’m not sure that the role needs to be completely separate from Human Resources. In many cases regarding work place conflict, the connection to other team members in HR is important and expedites the process for resolving disputes. In contemplating moving HR to Zumberge, confidentiality was taken into consideration and has resulted in the addition of small, private conference rooms.

“In summary, the addition of an ombudsman position should be looked at through the lens of what is already in place and how can that position be enhanced. It is not fiscally responsible to add another position or layer to an already existing service, in addition to the confusion that adding another layer may cause.

Respectfully,
Sue Sloop”

3. Options for Procedures and Scope of Office

In looking at the current situation of the three populations to be served by an Ombuds—students, faculty, staff—nearly all taskforce members felt it was important to reiterate that the Ombuds will not duplicate services but rather supplement and increase efficacy/efficiency of existing services. In compliance with International Ombuds Association standards, the emphasis of the Ombuds would be on preventing problems, more proactive than reactive. The Ombuds would look for trends among client populations, and trends in interfaces of client populations.

a. Recommendation of One Full-time Position:

The taskforce is recommending the creation of an Ombuds function in the form of one full-time position. We considered the option of an Ombuds officer as two part time positions with non-overlapping areas of operation. However, in discussion, it became clear that this approach works against the information gathering potential of the office, the clarity and unity of purpose in serving the whole community, the independence of the Ombuds officers if they have other staff or faculty roles within the university, and the efficacy of addressing both sides of issues that arise between different constituencies. In addition, the successful creation of this office will be aided by a strong initial Ombuds, and the position is more attractive as a full time position.

Additionally, a number of our peers, including Northern Illinois University (NIU), the model for GVSU’s Collegiality Policy proposal, employ a full-time Ombuds.

See “Benchmarking Ombuds Positions at Michigan Schools” (Appendix 3) and 4c of this report, below.

Informational link to Ombuds site: <http://www.ombudsassociation.org>

b. Creation of an Ombuds Network:

A structure to ensure that the Ombuds office meets regularly (2-3x a year) with stakeholders from Student Affairs, Inclusion and Equity, faculty and student governance, and staff to identify and address trending issues.

c. Job Title, Description, Client Services, and Reporting Structure

GVSU Ombuds Position--WORKING DRAFT

Position Summary

The academic Ombuds is a designated neutral and impartial third party whose major function is to provide confidential and informal assistance to constituents of the university’s community, which includes students, staff, faculty, and/or administrators.

The Ombuds is an advocate for fairness, who acts as a source of information and referral, aids in answering an individual’s questions, and assists in the resolution of concerns and critical situations. In considering any given instance or concern, the point of view of all parties that might be involved are taken into account. This office supplements, but does not replace or duplicate, the University’s existing resources for formal conflict resolution.

An Ombuds office requires the assurance of confidentiality to the fullest extent to which the law allows. Therefore the Ombuds must keep information confidential in accordance with the Code of Ethics and Standards of Practice of the International Ombudsman Association. The University Ombuds will be responsible for directing all aspects and functions of the Ombuds Office.

Reporting

The Ombuds function is independent of existing administrative structures and reports directly to the president. The Ombuds does not accept notice on behalf of the university. While maintaining confidentiality of communications with inquirers, the Ombuds makes a periodic report to the university community. Based on anonymous aggregate data, this report discusses trends in the reporting of issues or concerns, identifies patterns or problem areas in existing policies and practices, may recommend revisions and improvements, and may assess the climate of the campus.

Critical Skills and Characteristics

Communication and Problem-Solving Skills. An Ombuds must have outstanding communication skills and be able to communicate effectively with individuals at all levels of the organization, as well as with people of all cultures. It is imperative that the Ombuds has excellent problem-solving skills and be able to gather information, analyze it and, as necessary, help the inquirer develop appropriate options and actions.

Decision-Making/Strategic Thinking Skills. An ombudsman must be aware of how all decisions might impact the inquirer, as well as other stakeholders and the university/college. An ombudsman must know how to proceed with issues, and help the inquirer assess who should be involved and at what stage.

Conflict Resolution Skills. An essential element of the Ombuds' role is that of facilitating the resolution of conflict between parties. It is important that the Ombuds have a thorough understanding of what leads to conflict, the nature of conflict, and methods of resolution. The skills used to assist inquirers to resolve their conflicts include:

- helping people learn how to deal with the matter directly if they wish to do so
- serving as a facilitator between the parties via shuttle diplomacy
- informally bringing the parties together and serving as a facilitator or mediator
- approaching the conflict issue generically within the larger environment (especially when the inquirer is afraid of retaliation)
- influencing systems change which could obviate the individual problem
- creative solutions to the matter outside of existing university policy and structures

The Ombuds may also have the ability to help the inquirer determine which conflict resolution method would be appropriate for the specific situation.

Organizational Knowledge and Networking Skills. An Ombuds must be knowledgeable about the college or university, its structure, culture, policies, and practices. The Ombuds must have excellent networking skills, understand and participate in collaboration with others, and be able to establish and maintain broad contacts throughout the organization.

Sensitivity to Diversity Issues. The Ombuds must be sensitive to dealing with individuals from a wide variety of backgrounds and cultures. The Ombuds must be open, objective, and must seek to understand issues from multiple perspectives. The ombudsman should be innovative in developing options that are responsive to differing needs.

Composure and Presentation Skills. An Ombuds should maintain a professional demeanor, should have strong presentation skills, and should be able to organize and communicate information to groups of varying size and hierarchical levels in the organization.

Integrity. An ombudsman should have a reputation for integrity and for dealing fairly, effectively and in a timely fashion with all constituents.

An Ombuds should not be risk-averse and should understand that this position may, on occasion, challenge even the highest levels of the administration in an effort to foster fair and just practices.

Accountabilities

Facilitating Dispute Resolution, Consultation, and Referral

- Provide impartial and confidential conflict resolution services to members of the campus community who are aggrieved or concerned about an issue.

- Remain independent, neutral and impartial, and exercise good judgment.
- Assist inquirers in obtaining and providing relevant information regarding university policies and procedures.
- Assist inquirers in clarifying issues and generating options for resolution.
- Facilitate the inquirer's assessment of the pros and cons of possible options.
- If direct action by the ombudsman is an appropriate option, obtain the inquirer's agreement and permission before proceeding.
- If necessary, and while maintaining confidentiality, engage in informal information gathering in order to better understand an issue from all perspectives.
- Consult with unit heads and appropriate individuals to develop cooperative strategies for resolving concerns and complaints.
- With the inquirer's permission, consult with all parties to clarify and analyze problems, focus discussions, and develop a mutually-satisfactory process for resolution.
- When appropriate, facilitate group meetings, use shuttle diplomacy, or negotiation skills to facilitate communication among parties in conflict.
- Encourage flexible administrative practices to maximize the institution's ability to meet the needs of all members of the campus community equitably.
- Whenever possible and appropriate, provide inquirer with referrals to other resources, such as Human Resources, the Employee Assistance Program, Peer Counseling, Campus Health Center, Campus Safety, and the like.
- Follow up with inquirers as appropriate to determine outcome and further need of assistance.

Policy Analysis and Feedback

- Serve as a campus resource for officials in formulating or modifying policy and procedures, raising issues that might surface as a result of a gap between the stated goals of the institution and actual practice.
- Act as a liaison between individuals or groups and the campus administrative structure, serving as a communicator or informal facilitator, as appropriate, and providing upward feedback.
- Function as a sensor within the campus community to identify problems or trends that affect the entire campus or significant parts of the community; if appropriate, recommend creative ways to address these concerns.
- Provide early warning of new areas of organizational concern, upward feedback, critical analysis of systemic needs for improvement, and make systems change recommendations.
- Has authority to raise issues, while preserving the confidentiality of communications with inquirers that may arise as a result of discrepancies between stated goals and objectives of the University and actual practice.

For complete Draft Position Description, please see <http://bit.ly/1a8VrZX>

d. Legal Issues of Confidentiality and Notice

- Importance of independence of the position of Ombuds: The Ombuds site for Eastern Michigan University illustrates the neutrality and confidentiality that are crucial hallmarks of an Ombuds Office: <https://www.emich.edu/ombuds/>.
- It is important to note that at Eastern Michigan University, Michigan State University and other peers with Ombuds, the concept of an Ombuds who is NOT of notice is well established.
- To the extent some have worried about absolute confidentiality and Legal Notice, many schools have addressed this issue by requiring both the Ombuds and the Stakeholder to initially sign a “release” before beginning conversations. They promise Stakeholders absolute confidentiality as consideration and in exchange for the stakeholder’s written statement that any discussions will not constitute legal notice to the University. Courts generally favor confidential discussions as a means to resolve disputes, and such releases are generally accepted and have not been challenged. The question of transparency has also been raised, but it would seem that an Ombuds would encourage bringing conflicts to light and resolution, rather than letting them fester in silence. The taskforce has concluded that, on the contrary, the creation of an Ombuds office would increase transparency through trend-reporting to be shared regularly with an Ombuds network. As an office structured to connect and communicate, it will also avert the danger of people shopping around until they get the answers they want.

4. Mapping functions and Need [where are the gaps and for whom] for an Ombudsperson

In the previous section we have addressed the question of gaps in services for various stakeholders. This section addresses how the position of an Ombuds would connect to and further the crucial work that has been done through GVSU’s ground-breaking series of climate studies, and through the establishment of the Division of Inclusion and Equity. Both the 2011 MyGVSU Climate Study and the ongoing work of Inclusion and Equity have helped GVSU to identify our most pressing needs; yet not all of the needs for conflict resolution and problem-solving can be addressed by Equity and Inclusion or other entities within the university. Creation of an Ombuds would serve to fill in the gaps in our existing structures and mechanisms, make the work of existing entities more effective and efficient, and would recognize the growth and accompanying complexity of a university that is entering into maturity.

a. GVSU Climate Studies

Two decades ago, Grand Valley State University in rural Allendale, Michigan was an institution at a very different “life stage” than the mature, deliberately managed GVSU of 2014. In 1992 GVSU celebrated the 25th anniversary of the graduation of its Pioneer Class, and it was bursting with youthful, entrepreneurial energy. Only recently elevated from “State College” to “State University” status, GVSU was beginning to think about further solidifying its institutional role in West Michigan by extending its mission and expanding its footprint beyond the Ottawa County cornfields into the city of Grand Rapids. In the early 1990s, then-President Arend D. Lubbers (retired, 2001) was

confronted with an item of some concern in the 1989 report of the NCA site visit team, stating, “Although the University has done rather well in the recruitment of minority faculty, there is much affirmative action to be taken in correcting the disparity between the number of men and women faculty, especially in higher administrative positions and at the associate and full professor ranks” (Stivers, 2010).

In what has proven to be one of many visionary, foresighted decisions and projects that have characterized the now half-century old university, President Lubbers agreed to a proposal put before him to investigate this apparent inequity and possibly a larger issue: he gave the go-ahead to a group from across the campus, led by Dr. Mary Seeger, GVSU’s first female Dean, to conduct a “climate study” at the university, to explore empirically whether women at the university (faculty, staff, and students) shared the same perceptions of their experience in the campus community as did their male counterparts. It was the contention of the project proposers that they did not.

The first GVSU climate study, very specifically a “Women’s Climate Study,” was designed during 1991-1992 and conducted in Winter semester 1993 with the guidance of consultant Dr. Ursula Delworth (Counseling Psychology, University of Iowa). In her ‘Consultant’s Report’ (1994), Dr. Delworth states that

... this is the first large-scale study of campus climate for women in any college or University [emphasis added]. . . . Given reports on the “chilly” climate for women, (American Council on Education), it is presumed that the perceptions at GVSU are not unique. The University deserves congratulations for attending very forthrightly to this issue, and will clearly become a model for other institutions (pp. 21-22).

Thus the groundwork was laid for what has become Grand Valley’s steady and intentional attention to data-informed development and improvement with respect to building a community that seeks to value fairly and nurture equally all of its members.

The introductory remarks to Dr. Delworth’s 1994 report conclude with encouragement to use the data and analysis to address issues and make changes within the institution. She says, “Whatever projects the institution undertakes, it is essential that these be carefully done, well-publicized, and well monitored. Hopefully, specific projects and on-going evaluation will become a routine part of life at GVSU, thus serving as a model for the rest of American higher education” (p. 22). The idea of on-going evaluation was an important message sent by the consultant and received by GVSU: since 1994 iterations of the “climate study” have been repeated in 2000, 2005, and 2011 – four campus-wide studies over two decades. More importantly, following each of the studies to date, data have been reviewed and analyzed and actions have been taken. Evidence across U.S. higher education suggests that Grand Valley is not by any means the first or only institution to introduce changes through the 1990s and 2000s to better recognize and support women, minorities, persons with disabilities, etc. But GVSU has consistently sought to make its choices and choose its course based on empirical reports of the voices of its many constituents – we see a history of informed deliberate and positive action.

The net effect of Grand Valley's accumulated periodic climate study surveys is a remarkable longitudinal study of an institution maturing in its institutional culture as it has grown in size and scope. Each climate study has led to "raised consciousness" and incremental change, and later studies have refocused somewhat as the cultural contexts within and beyond the institution have changed. The 1994 study specifically addressed the issue of the reportedly "chilly climate" for women in higher education at that time. Study data produced sufficient evidence of differing perceptions between male and female members of the GVSU community to inspire wage and salary equity studies that resulted in some significant reclassifications and compensation adjustments. It also established a baseline empirical understanding that for a large segment of the university's community, i.e. women (faculty, staff, and students), the experience of working or learning at GVSU was significantly less positive than for their male counterparts. An obvious subsequent action was to plan a repeat of the study after undertaking changes to address at least some of the issues revealed. In addition to equity studies mentioned previously, a Women's Commission was formed (1996), the Children's Enrichment Center was established in a new on-campus facility to provide more childcare options (1995), the university's discriminatory harassment policy was reviewed and clarified, and LGBT issues were addressed more openly (Delworth & Van Iwaarden, 2000, p. 25). Voices were heard on these issues and more, hard truths were acknowledged, and actions were undertaken and monitored.

In 2000 the same survey was re-administered with essentially no changes, again with consulting guidance from Dr. Delworth; her untimely death in June 2000 led to parts of the analysis and reporting being completed by Dr. Donna Van Iwaarden, then Director of GVSU's Johnson Philanthropy Center (Delworth & Van Iwaarden, 2000, p. 25). By the time of the third survey, considerable change had taken place at Grand Valley in the forms of a major new complex in Grand Rapids forming the core of the Pew Campus of GVSU, the retirement of President Lubbers and the inauguration of the first new GVSU President, Mark Murray, in thirty years, and the arrival of a new Provost, Dr. Gayle Davis. Under new leadership, the complexities of administering for multiple campuses, and explosive growth of programs, students and faculty in a booming economy, a third study was conducted almost as an after-thought. But a pattern had been set, and President Murray supported the concept of polling the community to assess the climate.

The report published in 2005 was entitled *Diversity Study*, and was prepared by Dr. Van Iwaarden (Van Iwaarden, 2005). The Introduction to the 2005 report indicates that this iteration of the climate study series was "designed to assess the level of acceptance and sense of community being experienced by students, faculty, and staff at GVSU and to measure their perception of GVSU's commitment to diversity" (Van Iwaarden, 2005, p. 1). The report's Introduction briefly alludes to the previous two studies, though provides no information about results of the survey reported on in 2000 or actions taken. But by inference, the new survey focus on diversity and its profession of an institutional commitment to "developing a vibrant and equitable climate that supports all members of the GVSU community" (p. 1) signals that a wider scope of climate issues within the university's community was up for consideration.

President Murray resigned from GVSU in August 2006 to move into a corporate leadership role elsewhere in Grand Rapids, and was succeeded by President Thomas J. Haas. President Haas arrived at the opening of Fall semester of 2006, and during that autumn created the new Division of Equity and Inclusion. The first incumbent to head the new division, V.P. Jeanne Arnold was hired in 2008 (Inclusion Timeline: A History of Diversity-Related Events at Grand Valley State University). The “Inclusion Timeline” linked to the GVSU Inclusion and Equity web site records a swift and generous uptick in diversity-related activities of all kinds following V.P. Arnold’s arrival.

Vice President Arnold’s appointment of Dr. Neal Rogness, Dept. of Statistics, to work with her to develop and administer a fourth climate study survey targeted for 2011 was just one of many new and ongoing efforts to make embracing diversity transparent and inclusive at Grand Valley. The 2011 “MyGVSU” survey was developed with the advice and guidance of Dr. Sue Rankin of Rankin & Associates Consulting, and Senior Research Associate in the Center for the Study of Higher Education and Associate Professor of Education in the College Student Affairs Program at The Pennsylvania State University, who also analyzed the quantitative data and made several formal presentations to the campus community when she delivered her report. As with the previous iterations of the climate studies, there is also qualitative data – responses to open-ended questions that can be analyzed for recurring themes and individual exemplars in respondents’ own words. The qualitative data analysis will be ongoing for some time to come, coordinated by Dr. Rogness and Dr. Rachel Campbell, Dept. of Sociology.

Hearing, and responding to, the hard questions raised by four climate studies since the early 1990s has undoubtedly been formative for the institution and its leadership over time. From deeply personally felt concerns expressed by some stalwart GVSU women decades ago to a robust and active Division of Inclusion & Equity, headed by a Vice President and member of the university’s senior management team, is an amazing evolution for an institution of higher education. The longevity of faculty and staff, the strongly positive perceptions of a majority of students (Rankin & Associates, Consulting, 2011, p. 66), the regard in which the school is held in the local area, the region, and the world of higher education nationally, all speak to a level of success in creating a climate that attracts and nurtures its students, faculty, and staff alike.

What we know as of the latest survey, administered in 2011, is that GVSU’s community of 25,000 students and some 2800 faculty and staff employees is diverse in every dimension: gender, gender identities, racial identifications, ethnicities, faith traditions and religious affiliations, abilities and disabilities, stage of life, and on and on. Some segments are very small, but that just means the institution has to listen more intentionally and more carefully to hear those voices and ensure that their needs are respected and attended to with the same thoughtful attention that was given to GVSU’s women after the 1994 *Women’s Climate Study*. The hard question in 2014 is, how do we best do that now? What is the visionary, forward-looking action that will carry Grand Valley further toward excellence?

- [Delworth, U. (1994). *Women's Climate Study: A Report to the Grand Valley Campus Community*. [Allendale, MI]: [GVSU].
- Delworth, U., & Van Iwaarden, D. (2000). *Women's Climate Study II: A Report to the Grand Valley Campus Community*. [Allendale, MI]: [GVSU].
- Inclusion Timeline: A History of Diversity-Related Events at Grand Valley State University*. (2013?). Retrieved from Division of Inclusion and Equity: http://www.gvsu.edu/cms3/assets/4410F0F3-B65E-807A-3454FD22ECD32C21/inclusion_timeline.pdf
- Rankin & Associates, Consulting. (2011). *Grand Valley Climate Assessment Project: Final Report*. Allendale, MI: Grand Valley State University.
- Stivers, J. C. (2010, April 16). *GVSU History: Shaping Lives for Fifty Years –1981-2000*. Retrieved from 50 Years of Shaping Lives: <http://www.gvsu.edu/anniversary/history---colleges--history--1981-2000---28.htm>
- Van Iwaarden, D. (2005). *Diversity Study: Final Report - 2005*. [Grand Rapids, MI]: Community Research Institute at Grand Valley State University.

b. Equity and Inclusion:

Grand Valley is an innovative leader in addressing the concerns and values of fostering the inclusive and equitable climate for faculty, staff, and students identified as a core value in its Strategic plans. The integrity of its commitment and leadership in this area was demonstrated when it dedicated the resources necessary to establish an Office of Inclusion and Equity in 2008 under the direction of a Vice President for Inclusion and Equity, who is a member of the Senior Management Team. Inclusion and Equity Vice President Arnold reports that policies and/or procedures have developed since her appointment to this position to address the following concerns:

- *No mechanism for requesting religious accommodations - policy now in place
- *No mechanism for faculty and staff to request ADA accommodations - policy now in place
- *Weak consensual relationship language inserted into anti-harassment policy - language has been strengthened and is now a stand-alone policy
- *Insufficient training required for Inclusion Advocates - training requirements have been enhanced
- *Fact-finding investigation procedures were being conducted by a trained group of volunteers - procedures were enhanced to include an Inclusion and Equity representative with experience in affirmative action in all investigations
- *No job descriptions for Administrative Professional (AP) staff - a process is now in place through Human Resources to develop these job descriptions
- *Minimal (1 day) commemoration of Martin Luther King, Jr. holiday with a march and invitation only luncheon – Inclusion and Equity expanded the commemoration activities to one week including a campus-wide breakfast and facilitated efforts with students, staff and faculty that led to faculty approval of cancelling classes beginning in 2013.

The Inclusion and Equity Division serves the entire Grand Valley community – faculty members, staff members, and student. The importance of these initial achievements cannot be denied and it continues to work towards creating an increasingly diverse and inclusive climate at Grand Valley.

The Ombuds Task Force is now proposing that Grand Valley continue its commitment to these important values by creating an Ombuds that would facilitate and enhance the work of the Division of Inclusion and Equity and Human Resources Office by having an Ombuds, who would address the needs of faculty members, staff members, and students in a similarly holistic approach – without separating artificially each constituent member group from the other, when life at Grand Valley is premised on their successful interactions. It is important to note that the Civil Conduct Task Force is taking a similarly holistic approach.

The Ombuds would support the goals of the Division of Inclusion and Equity, to promote diversity, inclusion and equity. As we discuss elsewhere, the Division of Equity and Inclusion is often the place that people turn to with problems that provide very real obstacles to their success at GVSU but this office is not equipped to deal with issues not directly related to Title IX and Bias Incident Protocols. Creation of an Ombuds would provide a visible and accessible complement the important work of Inclusion and Equity by serving as a place for dispute resolution and, when necessary, for referral to other appropriate entities within the university.

c. Connecting Collegiality Policy and the Work of an Ombuds:

See Appendix 2: Collegiality Policy 2-24-2014 (attached below).

Kristine Mullendore, member of the Ombuds Taskforce, served in an ex-officio capacity on the Civil Conduct Taskforce which was commissioned at the same time that our taskforce was created.

The Civil Conduct Taskforce proposes using existing mechanisms for dealing with instances in which the standards of collegiality outlined in their report are not met. It is the belief of the majority of members of the Ombuds Taskforce that the creation of an Ombuds Office would significantly improve the chances of successfully implementing this policy precisely because the Ombuds, by its very nature, cuts across the usual institutional divides, stands independent of any one constituency on campus, and exists solely to mediate disputes that rightly fall in its purview, refer people elsewhere as appropriate, and to identify trending issues that can be addressed by the wider campus community.

Because Northern Illinois University is the model for the Collegiality Taskforce's proposed policy, we think it useful to note that NIU has had an Ombuds for faculty, students and staff since 1969: <http://www.niu.edu/ombuds/about/index.shtml>

In a phone interview with NIU's Ombuds, she described her office as a "*repository of information...the campus Google*," noting that it is "*incredibly helpful to have one place to go*" to discuss how to handle problems and to identify, when relevant, the appropriate place on campus to take an existing dispute. Functioning as an independent entity, the NIU Ombuds reports directly to the President and so is in a position to communicate trends as they develop.

(Sarah Klaper, phone interview with Gretchen Galbraith March 11, 2014.)

Appendices and Special Reports

Appendix 1: Illustrations of Current Structures (attached below)

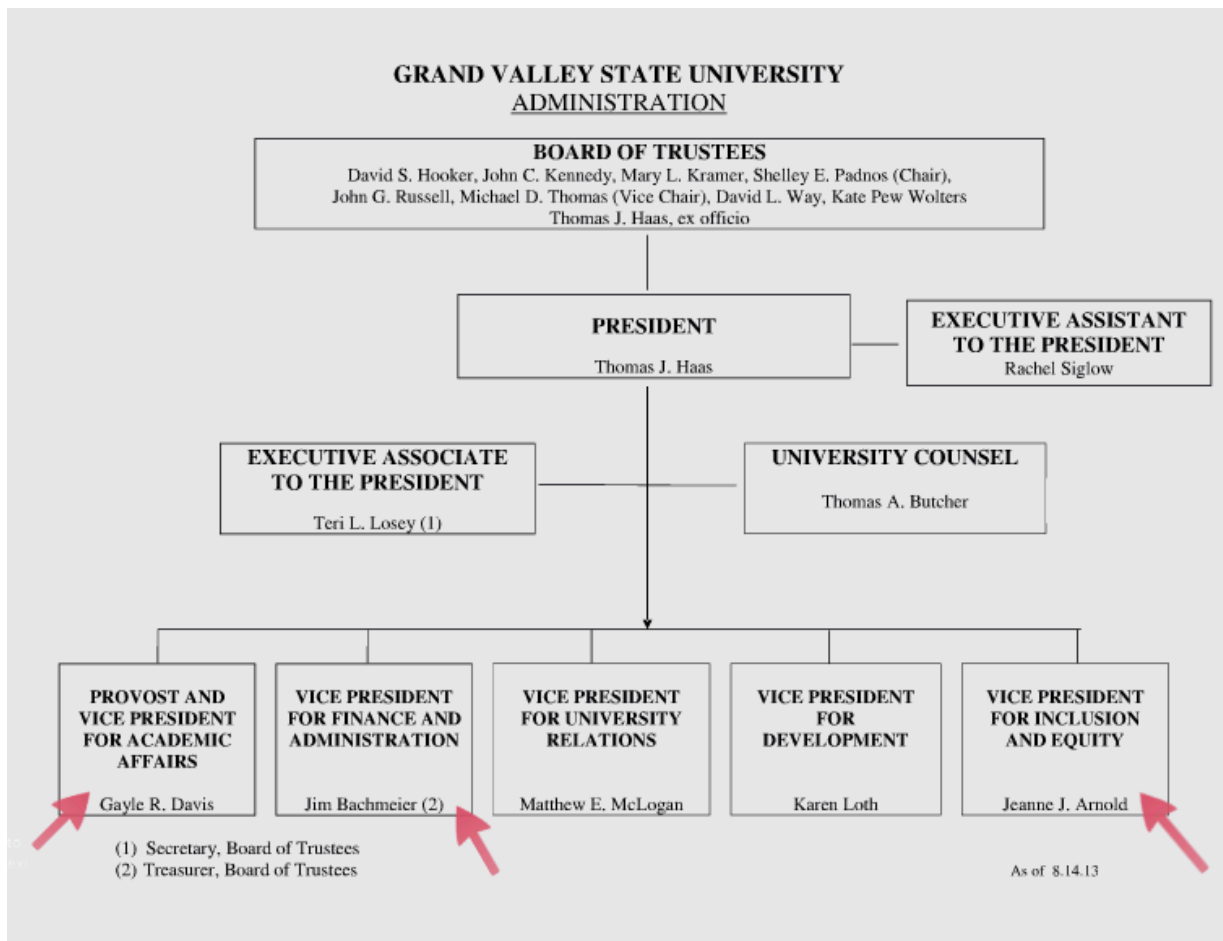
Appendix 2: Collegiality Policy 2-24-2014 (attached below)

Appendix 3: Benchmarking Ombuds Positions at Michigan Schools (attached below)

Ombuds White Paper (separate document)

Student Report on Student Coverage (separate document)

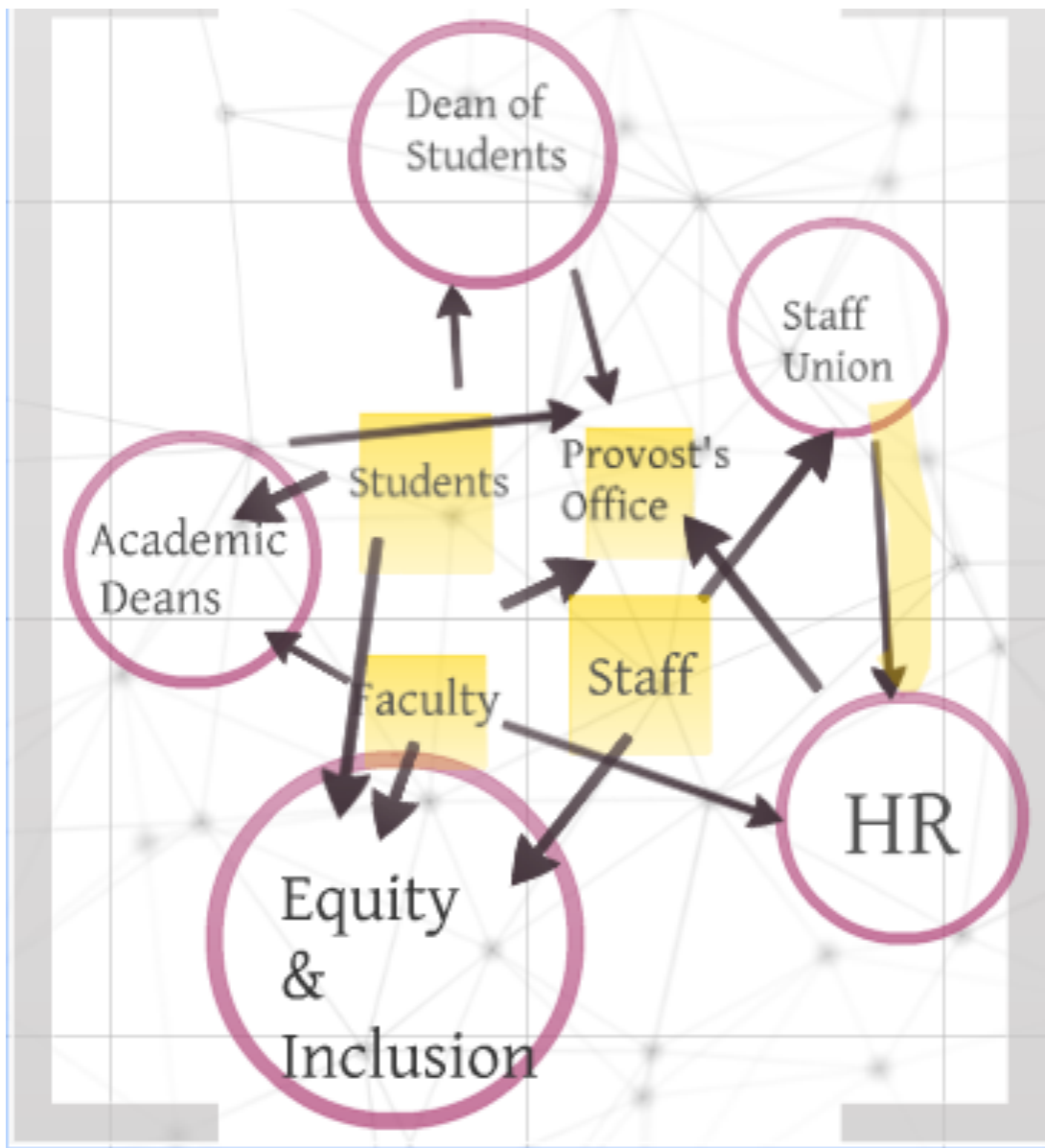
Appendix 1: Visual Illustrations of Current GVSU Structures and Stakeholder Linkages



GVSU Administrative Structure

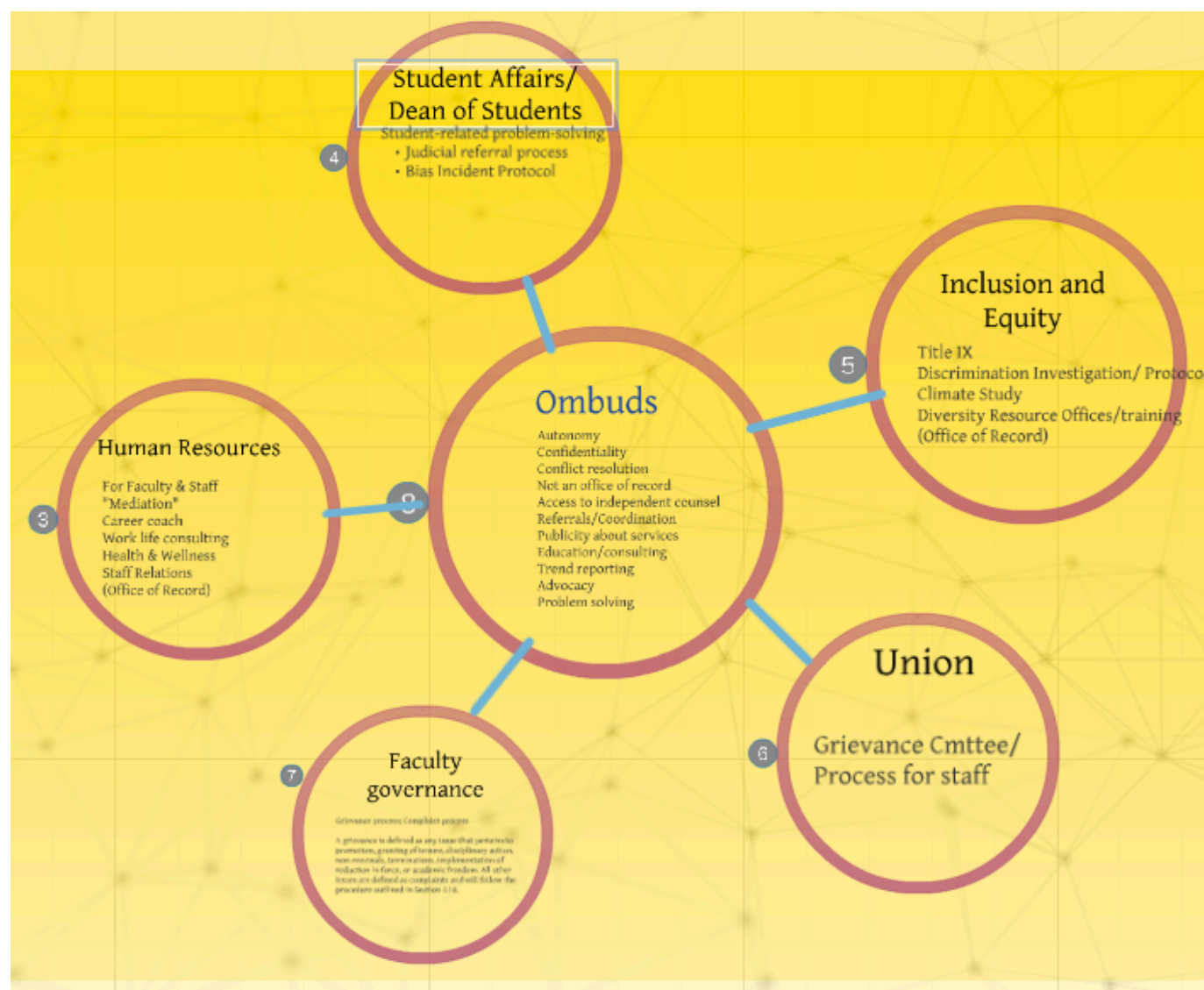
Sites of problem-solving and conflict resolution located in 3 Divisions:

- Academic Affairs—Faculty governance, Dean of Students;
- Finance and Administration—Human Resources;
- Inclusion and Equity.



Current problem-solving linkages among Stakeholders

Stakeholder problem-solving and conflict-resolution functions:	
Student Affairs	Student-related problem-solving: Judicial referral process; Bias Incident Protocol.
Inclusion & Equity	Title IX; Discrimination Investigation/ Protocol; Climate Study; Diversity Resource Offices/training; Office of Record.
Union	Grievance Committee/Process for staff.
Faculty Governance	Grievance process; Complaint process.
Human Resources	For Faculty & Staff: "Mediation"; Career coaching; Work life consulting; Health & Wellness; Staff Relations; Office of Record.
Ombuds	Autonomous; confidential; conflict resolution, referrals; publicity about services; education; trend reporting; advocacy; problem-solving; not an Office of Record.



Relationships among Stakeholders with Ombuds as “Google” navigator and trend-spotter; problem-solving and conflict resolution functions could be further strengthened by an Ombuds network representing each of these groups of stakeholders.

Appendix 2: GVSU Collegiality Policy Statement

Policy Statement

Grand Valley State University has a tradition of collegiality and shared governance and strives to maintain these standards as a mainstay of its institutional culture. As a value stated in the University's Administrative Manual as adopted by the Board of Trustees:

A range of thoughtful perspectives is necessary for open inquiry, liberal education, and a healthy community. Recognizing this, we seek and welcome a diverse group of students, faculty and staff. We value a multiplicity of opinions and backgrounds and seek ways to incorporate the voices and experiences of all into our University. We value our local community and embrace the participation of individuals and groups from Michigan, the nation and the world. We also encourage participation in educational opportunities abroad.

(http://www.gvsu.edu/admin_manual/ch-1-vision-mission-and-values-statement-2.htm)

In order to foster a healthy and diverse environment, we will act with integrity, communicate respectfully, and accept responsibility for our words and actions. This University is a community whose varied functions, responsibilities, and contributions are supportive of the instructional, research, and service mission of the institution. Collegial interactions as referenced throughout this policy are those interactions that occur among and between colleagues, subordinates, supervisors, administrators and students. Collegial interactions are essential to support that mission in an effective, efficient, and ethical manner.

“Collegiality” defined:

Collegiality represents an expectation of a professional relationship among and between faculty, staff, and students with a commitment to sustaining a positive and productive environment as critical for the progress and success of the University community. It consists of collaboration and a shared decision-making process that incorporates mutual respect for similarities and for differences - in background, expertise, judgments, and points of views, in addition to mutual trust. Central to collegiality is the expectation that members of the University community will be individually accountable to conduct themselves in a manner that contributes to the University's academic mission and high reputation. Collegiality among faculty, staff, and students involves a similar professional expectation concerning constructive cooperation, civility in discourse, and engagement in academic and administrative tasks within the respective units and in relation to the institutional life of the University as a whole. Collegiality is not congeniality nor is it conformity or excessive deference to the judgments of faculty, staff, and students; these are flatly oppositional to the free and open development of ideas. Evidence of collegiality is demonstrated by the protection of academic freedom, the capacity of faculty, staff, and students to carry out their professional and learning functions without obstruction, and

the ability of a community of scholars to thrive in a vigorous and collaborative intellectual climate.

Non-collegial Behavior(s):

Allegations or complaints of repeated and unreasonable activity, or a severe non-collegial act, that clearly interferes with the professional working, learning, or other University environment, if found to be supported, will constitute a violation of this policy. Such allegations will be examined in a reasonable, objective, and expedient manner, and in accordance with applicable federal and state laws and university due process procedures. It is crucial for the University to ensure the right of all faculty, staff, and students to perform their individual and collaborative roles in a workplace, learning or other University environment that is free from incivility, misuse of authority, intimidation, humiliation, retaliation, and infringement upon personal and academic freedoms. Any or all of the above behaviors constitute bullying and bullying is non-collegial.

Procedures

FACULTY AND STAFF MEMBER

If a faculty or staff member believes that she or he has been subjected to act(s) of non-collegiality, ideally, the individual should first try to discuss the matter with the offending person and/or the appropriate unit head or supervisor. If circumstances make this too difficult or if this does not resolve the matter, the faculty or staff member may seek assistance from the Work Life Consultant in Human Resources. In addition to providing help in resolving the matter, the Work Life Consultant can suggest other available resources. If using this process does not resolve the matter or the faculty or staff member so chooses, she or he may file a complaint using the appropriate Complaint Process identified for each staff group.

STUDENT

If a student believes that she or he has been subjected to act(s) of non-collegiality, ideally, the individual should first try to discuss the matter with the offending person. If circumstances make this too difficult or if this does not resolve the matter, the student may seek assistance from the Dean of Students Office. In addition to providing help in resolving the matter, the Dean of Students Office representative can suggest other available resources. If using this process does not resolve the matter or the student so chooses, she or he may file a complaint using the appropriate process in the Student Code.

NOTE: The GVSU Collegiality Policy was modeled after policy from Northern Illinois University (www.niu.edu)

Appendix 3: Benchmarking Michigan Schools

OMBUDS PROGRAMS AT MICHIGAN UNIVERISTIES	OMBUDS? EST. YEAR?	REPORTING TO	PART/FULL TIME	OTHER POSITION AT UNIVERSITY	SERVES (ADMIN, FACULTY, STUDENTS, or ALL)	ABSOLUTE CONFIDENTI ALITY	ANNUAL PERFORM MEASURES	NOTICE RELEASE FORM
Michigan Schools								
CENTRAL MICHIGAN UNIVERSITY Ms. Kyle Pybus, Ombuds Officer (989) 774-3010	Yes	Exec Asst. of President	Part	Yes	Students	Yes	Yes	Yes- FIRPA reasons
EASTERN MICHIGAN UNIVERSITY Dr. Chiara S.M. Hensley, Ombuds Office 734.487.0074	Yes 2000	Provost	Part	No	Students	Yes	Yes	Yes
FERRIS STATE UNIVERSITY Renee Vanderhyde, Director 231-591-5968	No							
GRAND VALLEY STATE UNIVERSITY 616-331-5000	No							
LAKE SUPERIOR STATE UNIVERSITY Dr. Sally Childs , Student Ombudsman 906-635-2610	Yes 1995	Provost	Part	Professor	Students and Faculty	Yes	Yes	Yes
MICHIGAN STATE UNIVERSITY Robert Caldwell, Ombudsperson 517-353-8830	Yes 1967	President	Full	None	Students	Yes	Yes	Yes
MICHIGAN TECH UNIVERSITY Susan Peters 906-487-2391	Yes 1969	President	Part	Yes	All	Yes	Yes	Yes
OAKLAND UNIVERSITY Karyn LLOYD , Assistant Dean of Students lloyd@oakland.edu, 248-370-3352	Yes	Dean of Students	Part	Yes	Students	Yes		
SAGINAW VALLEY STATE UNIVERSITY Richard Thompson, University Ombudsman (989) 964-4294 (4166)	Yes 2004	President	Part	No	Students	Yes	Yes	
UNIVERSITY OF MICHIGAN- ANN ARBOR Bruno Giordani (Faculty) Ombudsman (student) 734-763-2549 or 1-800-525-5188	Yes (2)	Provost	Full	Yes	Students and Faculty	Yes		Yes
UNIVERSITY OF MICHIGAN- Dearborn Ron Stockton (faculty), Ombuds Advisor Lee Savage (student), Ombuds Advisor	Yes(2) 2006	Vice Chancellor	Full	Yes	Students and Faculty	Partial	No	Yes
UNIVERSITY OF MICHIGAN- FLINT Rob Montry, University Ombuds (810) 762-0002	Yes (2) 2005	Vice- Chancellor	Full	Exec. Asst. to V- Chanc.	Students	Yes	No	Yes
WAYNE STATE UNIVERSITY Laura Birnie-Lindemann, Ombudsperson (313) 577-3487, ombudsoffice@wayne.edu	Yes 1971	Provost	Full	None	Mostly Students	Yes	Yes	No
WESTERN MICHIGAN UNIVERSITY Kathy Mitchell, Office of Ombudsman 269-387-0718	Yes 1978	President	Full	None	All	Yes	Yes	Yes

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 - e.) “IOA Code of Ethics”
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Faculty Action Committee Summer Meeting
June 14, 2016

Conference call participants: Jody Vogelzang, Sonia Dalmia, Carol Sanchez, Karyn Rabourn, Gretchen Galbraith, Patty Bolea, D.J. Mitchell, Dana Munk

Action Team Charge for spring, 2016

*Review data and action plans from myGVSU 2011 Faculty sub-committee.

*Determine if and how 2011 recommendations have been implemented and determine if any need to be revised/carried over.

Summary: In general, it was agreed that we would like to see more detailed 2015 data before reaching back and/or recommending we carry forward any of the specific recommendations from 2011. Patty Bolea, who served on the 2011 sub-committee, was able to provide historical context about the recommendations that came forward. Further discussion about 2011 recommendations 2 a-e yielded the following responses including comments/questions/recommendations:

- a. Recommendation to investigate increasing participation: Exit interviews for faculty.

Action team response: It remains unclear if exit interviews are routinely done in a standardized way at the university. If some type of exit survey is taking place, how is the data being used to promote positive change? Also, is there data this group could access to support the forthcoming recommendations.

- b. Recommendation to review: Expectations/criteria for contract renewals, tenure, and post-tenure.

Action team response: We are aware that a university level task force is being formed to examine best practices and consistent execution of these policies and procedures. To date, we are not aware of the composition of this task force other than it will be led by Ed Aboufadel in the Provost's Office. Will climate study data be used to inform this process? How will faculty voices be heard/used in this process?

- c. Recommendation: Be part of active efforts to understand "bullying" behavior reported by faculty.

Action team response: It was noted that a collegiality policy has been created and voted into the handbook in 2014. However, to our knowledge not much has been done to operationalize the policy. Preliminary data from the 2015 climate study indicated an increase in negative climate experiences among faculty, but a decrease in negative incidence around the hiring process. This illuminates the need for further analysis of 2015 data-specifically around age, rank, gender, and race/ethnicity. We suspect "bullying" is a growing issue which remains unaddressed, but refrain from further recommendation until further review of disaggregated 2015 results.

d. Recommendation to explore: Training for effective personnel management.

Action team response: This area remains a problem and we recommend the further exploration in two areas: 1) a Leadership Development Program was developed as a collaborative effort between CCPS and Seidman. This program is for any faculty and staff, however participation hinges on the recommendation of Dean's, which leads to inconsistent, sometimes inequitable, access to this opportunity. We suggest continued examination in the development of fair and equitable structures for leadership training. 2) We suggest the university consider the revision and revival of a former training program led by the Provost Office which provided consistent and targeted training for unit heads and college personnel committees.

e. Recommendation to explore: Expectations for faculty with children vs. those without.

Action team response: This is an ongoing discussion which will be revisited at the UAS summer retreat. We suggest they consider adopting language around dependent care-which includes children, but also more broadly encompasses partner and elderly family care.