



## **MONTGOMERY COLLEGE OMBUDS OFFICE**

Independent, Impartial, Informal, Confidential

# **2024 Ombuds Report**

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This is the 2024 Ombuds Report.

*If you would like to have this presented to you or your group, Please do not hesitate to reach out to Billy Struemke the Ombuds office. Billy.Struemke@montgomerycollege.edu*

**For a breakdown of numbers and specific issues, please consult the data located in the Excel Spreadsheet data attached**

## **Office of the Ombuds Overview**

The Montgomery College Ombuds Office was established to provide a neutral, confidential, and independent resource for conflict resolution and to promote a fair and respectful campus environment. Initially launched in 2013, the Ombuds Office saw periods of progressive growth and decline. Since the latter part of the COVID pandemic, the Ombuds Office saw a period of vacancy for more than a year. The office was reconstituted in 2023 with the appointment of the current ombuds, Billy Struemke.

The Ombuds Office offers services, including independent mediation, conflict coaching, and policy guidance, allowing individuals to address interpersonal conflicts, workplace disputes, and administrative challenges. Its foundation is built on principles of confidentiality, neutrality, and informality. It is a trusted space for those seeking resolution outside formal grievance procedures. Establishing the Ombuds Office aligns with Montgomery College's commitment to fostering a collaborative and supportive campus culture where conflicts are addressed fairly and proactively.

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## What is the Value of an Ombuds?

Whether you are in higher ed, corporate, government, NGO/association, K-12, or research settings, an organizational ombuds:

- Builds and improves workplace culture
- Supports employees and other stakeholders
- Provides an informal and confidential space to identify and address issues
- Supports DEIAB efforts, including racial and social injustice
- Supports those impacted by harassment
- Prevents bias and harassment issues from escalating
- Reduces litigation costs
- Addresses interpersonal and group conflict and
- Uncovers and addresses systemic issues to create healthier organizations.

## In the United States

- o **85% of employees at all levels experience conflict to some degree.**
- o **U.S. employees spend 2.1 hours per week in conflict.**
- o **27% of employees have witnessed conflicts lead to personal attacks.**
- o **Employees dealing with workplace conflict are 12% less productive.**
- o **Workplace conflicts cost companies an average of \$359 billion per year.**
- o **Poor communication among employees leads to 56% of project failures.**

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The Standards of Practice of the International Ombuds Association (IOA) provides

Guidelines to ensure that Ombuds professionals operate with integrity, neutrality, and effectiveness. These standards are built on four fundamental principles:

1. **Independence:** The Ombuds office functions independently from the organization's formal structures, allowing the Ombuds to address issues without influence from management or other departments.
2. **Neutrality and Impartiality:** Ombuds professionals remain neutral and impartial, avoiding conflicts of interest. They do not take sides in disputes but instead focus on facilitating fair processes and outcomes.
3. **Confidentiality:** The Ombuds office maintains strict confidentiality, ensuring that information shared by individuals remains private, except in cases where there is an imminent risk of serious harm or legal obligations require disclosure.
4. **Informality:** The Ombuds office operates informally, offering an alternative to formal grievance procedures. It does not make binding decisions, maintain formal records, or participate in formal investigations.

These standards are designed to promote trust in the Ombuds process and to ensure that Ombuds professionals can effectively assist individuals in resolving conflicts and addressing concerns within their organizations.

## The functions of the MC Ombuds Office include (but are not limited to):

- Provide a safe, confidential forum for employees to surface individual, group, and systemic concerns.
- Listen to and clarify employee concerns, helping identify underlying issues.
- Offer information and explore possible options available to visitors.
- Facilitate discussions or mediate disputes when agreed upon by all involved parties.
- Collect and analyze data on emerging trends and patterns across the College to propose systemic changes that support positive outcomes.
- Support constructive conflict resolution and encourage positive change within the College.
- Offer a voluntary, confidential space for whistleblowers to raise concerns.
- Provide feedback to senior administration while safeguarding the anonymity of visitors.

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## International Ombuds Association Standards Of Practice

### **Independence:**

1. The Ombudsman Office operates independently from other organizational entities, with the Ombudsman holding no conflicting roles within the organization.
2. The Ombudsman exercises sole discretion in addressing concerns, trends, or observations and may initiate action as appropriate, with access to necessary information and personnel as permitted by law.
3. The Ombudsman has full authority over the selection of Office staff and the management of the Office's budget and operations.

### **Informality:**

1. The Ombuds operates informally by listening, providing information, assisting in solutions, and, with permission, informally intervening, without making binding decisions or adjudicating.
2. Acting off-the-record, the Ombuds addresses procedural and systemic issues but does not replace formal grievance processes, referring to formal channels as needed.
3. The Ombuds tracks trends and issues in organizational policies, offering insights and recommendations for fair, effective solutions.

### **Impartiality:**

1. The Ombud is neutral, impartial, and unaligned, treating people and issues with fairness, objectivity, and without advocating for any individual within the organization.
2. The Ombud holds no conflicting roles or affiliations within the organization and maintains independence by avoiding formal or informal associations that could create real or perceived conflicts of interest.
3. The Ombud considers the legitimate concerns of all parties involved, fostering fair processes and facilitating discussions to identify and develop responsible options for resolution.

### **Confidentiality**

1. The Ombuds maintains strict confidentiality, not revealing the identity of individuals seeking assistance or any information that could identify them without explicit permission
2. Communications with the Ombuds are privileged; the Ombuds does not testify in formal processes regarding any contact or confidential information, though general information about the Office may be shared.
3. The Ombuds keeps no identifying records, securely maintains all information, and prepares reports in a manner that protects confidentiality.



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## Importance of Independence - Why not use HR?

### Role of Employee Relations and Human Resources (ER/HR) Professionals:

- Assist managers and employees in establishing and applying HR-related policies and procedures.
- Conduct formal investigations, modify policies, and accept formal notice of claims on behalf of the organization.
- Cannot guarantee complete confidentiality for individuals reporting issues.
- **Operate within the management structure, representing and protecting the organization's interests.**

### Role of the Ombuds:

- Provide informal assistance in identifying and resolving issues.
- Recommend policy changes but do not enforce or decide on policy implementation.
- Do not conduct formal investigations; help identify options for resolution and refer individuals to formal channels when needed.
- Extend near-absolute confidentiality, except in cases of imminent threat of serious harm, at the Ombuds' discretion.
- **Act as a neutral party, advocating only for fairness and equity, without representing individuals, groups, or the organization.**

### Complementary Roles:

- Effective collaboration between the two functions can enhance organizational culture by promoting various options for issue resolution and improving systemic policies and procedures.

**Independence** - Working under appropriate terms of reference, an Ombud is mandated to tell the **truth to those in power—and it may sometimes be the only office that can do so** if others are afraid. An Ombud is also able, on its own motion, to look into a matter that appears problematic and inconvenient (or exemplary) without a complaint, referral, or commendation.



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# **The Evaluative Relationship Issues at Montgomery College and Potential Solutions**

At Montgomery College, the most significant issue identified under the International Ombudsman Association (IOA) Uniform Reporting Categories is "Evaluative Relationships." This category encompasses conflicts in hierarchical relationships, such as between team leaders and team members or administrators and staff. Montgomery College is not alone in facing these challenges. The prominence of these concerns often points to systemic challenges within an institution, reflecting broader issues commonly seen across both the academic and corporate sectors. These conflicts affect individual well-being and performance and undermine the institution's climate, leading to a less productive and harmonious environment. Addressing these issues is crucial to fostering a healthier, more equitable, and more effective academic community.

### **The Detrimental Impact of Evaluative Relationship Conflicts**

Evaluative relationship conflicts are particularly detrimental because they often involve power imbalances that can lead to feelings of vulnerability, fear, and mistrust. When individuals feel that their evaluations—whether of academic performance, job performance, or behavior—are influenced by personal biases, favoritism, or unfair treatment, it can lead to adverse outcomes. For faculty and staff,

these conflicts can lead to job dissatisfaction, reduced morale, and even attrition, as talented individuals may seek employment in less contentious environments.

Moreover, unresolved evaluative relationship issues can contribute to a toxic campus culture, where the lack of trust and respect permeates interactions at all levels. When conflicts are not adequately addressed, they can escalate, leading to more severe issues such as harassment, discrimination, or even legal disputes. This not only harms the individuals involved but also tarnishes the institution's reputation, making it more challenging to attract and retain high-quality students, faculty, and staff.

The prevalence of evaluative relationship conflicts among visitors to the Ombuds highlights opportunities for growth in leadership, communication, and conflict resolution skills among those in positions of authority. Addressing these areas presents a chance to break the cycle of dysfunction, enabling more effective problem-solving and fostering greater engagement and satisfaction within the campus community.

### **Potential Solutions to Address Evaluative Relationship Issues**

Montgomery College should take a proactive and comprehensive approach to mitigate the detrimental effects of evaluative relationship conflicts. Potential solutions could help address these issues and create a more supportive and equitable environment.

1. **Enhanced Training and Development:** One of the most effective ways to prevent evaluative relationship conflicts is to provide robust training and development programs for all individuals in supervisory or evaluative roles. This training should focus on leadership skills, effective communication, and conflict-resolution techniques. By equipping faculty, staff, and administrators with the

skills they need to manage relationships fairly and constructively, the college can reduce the incidence of conflicts and improve the overall campus climate.

2. Clear Policies and Procedures: Montgomery College has established comprehensive policies and procedures for managing evaluative relationships and resolving conflicts. However, it is essential that these policies are also well-understood and effectively utilized. To achieve this, the college must reinforce the visibility and accessibility of these procedures through regular communication, training, and resources like the Montgomery College website. By promoting awareness and consistent application of these policies, Montgomery College can empower individuals to address conflicts proactively, fostering a transparent, fair, and trusting environment where issues are resolved equitably.

3. Continued Ombuds Office Involvement: The College Ombuds office should be central in addressing evaluative relationship conflicts. As a neutral, confidential resource, the Ombuds office is uniquely positioned to help individuals navigate these sensitive issues. The Ombuds can provide mediation services, offer guidance on conflict resolution strategies, and advocate for fair treatment without taking sides. Additionally, the Ombuds office can identify patterns in evaluative relationship conflicts and provide recommendations to the administration for systemic changes that address the root causes of these issues.

4. Regular Feedback and Evaluation: To mitigate conflicts, it is essential to establish a culture of regular, constructive feedback and evaluation. Supervisors and faculty should be continuously encouraged to engage in ongoing dialogue with their team members, providing fair, specific feedback focused on growth. By fostering an environment where feedback is seen as a tool for development rather than a punitive measure, the college can reduce the likelihood of conflicts and improve relationships across the institution.

5. Upfront and continuous training: Montgomery College should ensure that the right people are put into the proper leadership positions at all levels. Montgomery College should prioritize leadership skills when hiring new employees for leadership positions. Montgomery College should ensure that the new Manager Training is more than an orientation period to policies and procedures; it should increase its focus on leadership principles in general. This training should be continuous and ongoing throughout the leader's career.

## **Conclusion**

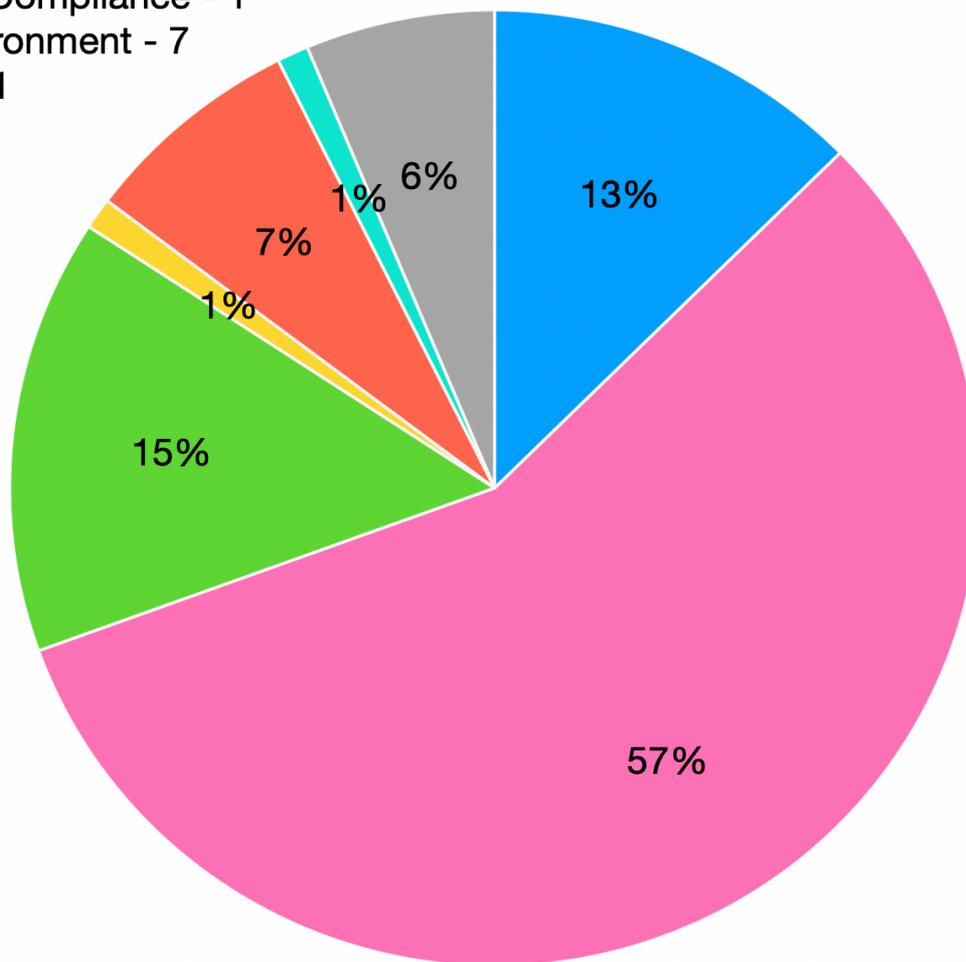
The prominence of evaluative relationship conflicts at Montgomery College is reflective of a broader issue seen across academic and corporate settings. Because of the potential harm it warrants careful, ongoing attention. These conflicts can affect both the individuals involved and the broader campus climate. By focusing on comprehensive solutions—such as enhanced training, clear communication of policies, regular feedback mechanisms, involvement from the Ombuds office, and other support systems—Montgomery College can work toward creating a more equitable, supportive, and productive environment for all members of its academic community.

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- Compensation and Benefits - 12
- Evaluative Relationships - 54
- Peer and Colleague Relationships - 14
- Legal, Regulatory, Financial and Compliance - 1
- Safety, Health, and Physical Environment - 7
- Services/Administrative Issues - 1
- Values, Ethics, and Standards - 6

Total Number of  
Visitors: 95

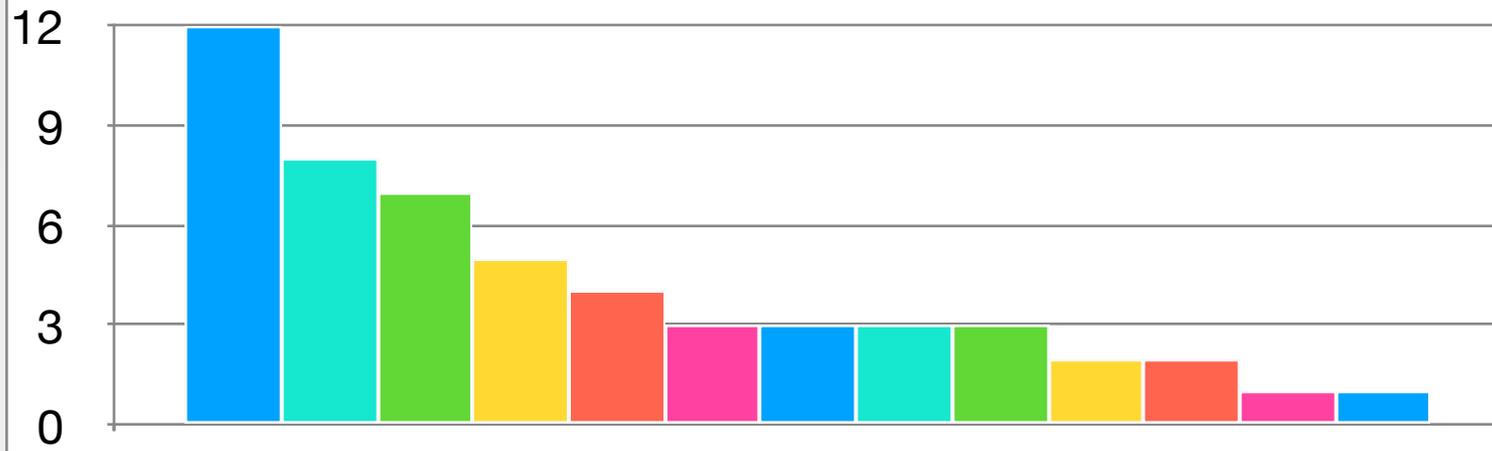




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## Evaluative Relationships 57%



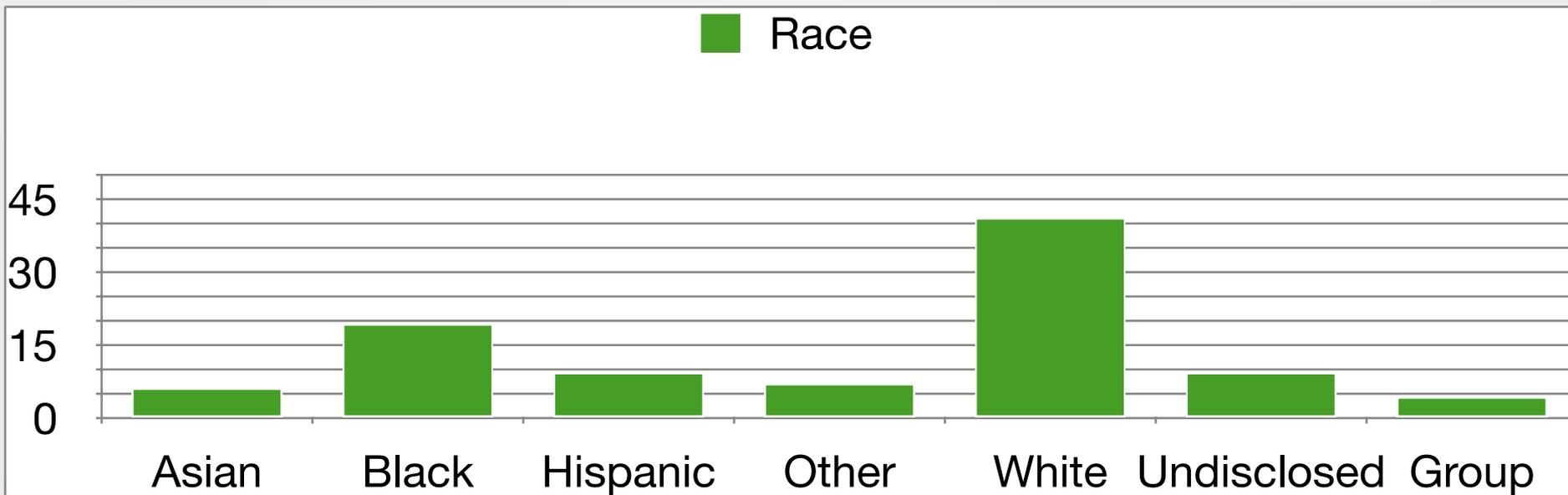
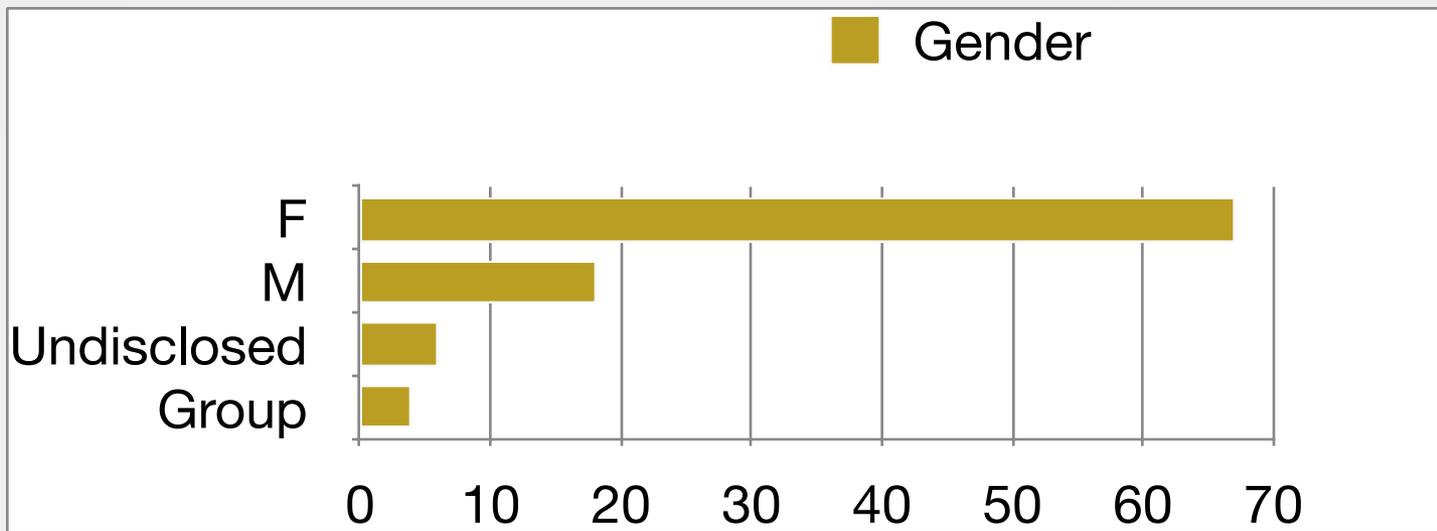
<b>Respect/Treatment</b> (demonstrations of inappropriate regard for people)	<b>12</b>
<b>Communication</b> (quality and/or quantity of communication)	<b>8</b>
<b>Assignments/Schedules</b> (appropriateness or fairness of tasks)	<b>7</b>
<b>Supervisory Effectiveness</b> (management of department)	<b>5</b>
<b>Departmental Climate</b> (prevailing behaviors or norms within a dept.)	<b>4</b>
<b>Reputation</b> (impact of rumors and/or gossip)	<b>3</b>
<b>Diversity-Related</b> (insensitive, offensive, or intolerant on the basis of identity)	<b>3</b>
<b>Performance Appraisal/Grading</b> (formal or informal evaluation)	<b>3</b>
<b>Equity of Treatment</b> (favoritism or preferential treatment)	<b>3</b>
<b>Priorities, Values, Beliefs</b> (what should be considered important)	<b>2</b>
<b>Trust/Integrity</b> (suspicion that others are not being honest)	<b>2</b>
<b>Bullying, Mobbing</b> (abusive, threatening, and/or coercive behaviors)	<b>1</b>
<b>Insubordination</b> (refusal to do what is asked)	<b>1</b>



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## Other Data:

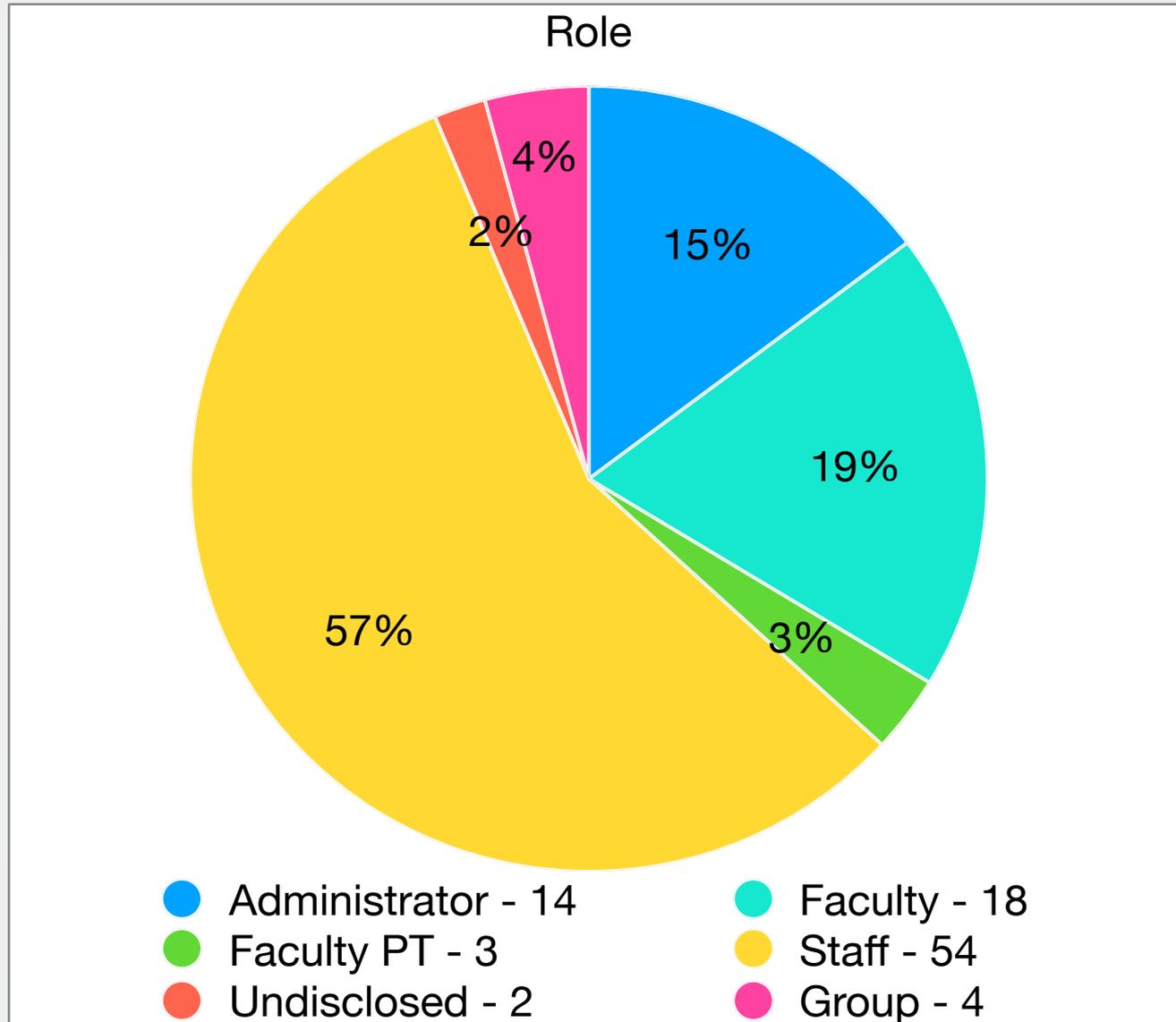




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## Other Data Continued:





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# **Training and Professional Development Attended by Ombuds Office in the last 12 Months**

In October 2023, the Ombuds attended the first DMV Academic Ombuds Gathering. This was a chance for Ombuds around the DMV to come together and share ideas, developments, and advancements in the profession while keeping an eye on local needs. The first annual gathering was hosted by George Mason University at the beautiful Potomac Science Center (PSC).

Here is the program outline:

***Program outline:*** DMV Academic Ombuds Gathering - Oct 20, 2023

### **Session 1 - Personal Connections (Getting to know each other, setting the tone.)**

Centering - 4 square breathing with the word gratitude.

Introductions, Name, pronouns, which academic Institution you are representing.

Check in Round 1: Please share one destination you want to travel to and why.

Round 2: What is the best part of your Ombuds work?

What is one value you are bringing with you today?

### **Session 2 - Ombuds Work (Internal and external considerations.)**

(Internal) Ombuds office management, organizational setup, programming, administration, budget, finance, and staffing in relation to volume and workload.

(External) Ombuds charter, ombuds office placement in organizational chart.

Working relationships with other organizational units (academic, nonacademic).

Exploring and utilizing other campus resources for visitor support.

### **Session 3 - Work with Visitors (How do we set the stage?)**

Working with visitors - scheduling, meeting modes, intake process, meeting setup, atmosphere, actual meeting (ombuds opening, sharing of principles) post meeting process, repeat visitors.

Plan for addressing visitor diversity. Looking into visitor demographic identification.

### **Session 4 - Branding and Outreach (How can we get our name out there?)**

Ombuds office logo, website, promotional material.

Outreach strategy for the constitutes.

Using or not using social media.

Measuring impact of branding efforts.

Ombuds day events. (quote of the day) mascot

### **Session 5 - Change, Program Evaluation and Reporting (Using data to tell our story).**

Data collection, reporting format, intervals, reporting audience.

Program evaluation - Ombud's as Change Agents.

### **Session 6 - Beyond the Gathering (Where might we go from here?)**

Where can we go from here? Your ideas, thoughts, wisdom.

**Event closing - Gratitude and Greetings.** Your word on how you feel after the gathering today.

In April, the Ombud also attended the IOA Foundations Course online. This flagship course covers the fundamentals of the organizational ombuds role based on the principles of confidentiality, impartiality, independence, and informality. The course was packed with information on how to work with visitors, act as a change agent within an organization, and practice some of the critical ombuds skills necessary for success. It is taught by an experienced and highly committed faculty of ombuds who will share best practices for running an effective office and evaluating and communicating that office's effectiveness.

Other topics covered were:

- Recognize key characteristics and skills of effective ombuds.
- Apply the ethical principles of confidentiality, impartiality, independence, and informality.
- Use new strategies to build trust and show compassion to visitors.
- Demonstrate impartial listening techniques, including paraphrasing, reflecting, and reframing.
- Analyze visitor issues to identify positions, related feelings, and underlying interests.
- Better assist visitors in exploring and defining options.
- See the interdependence between how ombuds serve visitors and the organization at large.
- Align the ombuds function with the organization's overall vision, mission, goals, and values.
- Work more effectively with organizational leadership.
- Address common challenges to conveying the value and impact of ombuds' work.
- Appreciate the uniqueness and complexity of the ombuds role.
- Recognize the dimensions and parameters of the organizational ombuds role.
- Reflect on their own personal relationship to the role.
- Learn best practices.
- Identify resources to learn more.
- Build a community of practice.

## Training Provided by Ombuds Office in the last 12 Months

In the last 12 months, the ombuds office has provided over half a dozen training sessions to groups around the college. Those trainings included:

- Apology, Forgiveness and Reconciliation
- Learning Organizations
- Experiential Learning Model - A Journey Through Teambuilding
- Leadership, Followership, and Communication

The Ombuds office has developed an additional class, "Active Listening: Embracing Positive Communication and Hearing the Best in Every Conversation," and looks forward to presenting it in the upcoming academic year.

In addition to these classes, the ombuds office hosted four different team-building events.



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### **The Role of the Ombuds Office in Moderating Campus Events**

The Ombuds Office plays a critical role in maintaining a balanced and fair environment in academic institutions. Ombuds are often tasked with overseeing and mediating conflicts, ensuring adherence to institutional policies, and fostering an environment of open communication. Recently, this office moderated a question-and-answer session with the Faculty for Justice in Palestine (FJP) group. The Ombuds Office's role in a broad scope of such events is vital to its independence and neutrality. It does not indicate support or rejection of any side, position, or movement. The Ombuds office is always willing to operate as a moderator or mediator within the principles of confidentiality, neutrality, and informality.

#### **Significance of the Ombuds Office in Moderating Campus Events**

The moderation of the Q&A session with the Faculty for Justice in Palestine highlights several critical aspects of the Ombuds Office's importance:

1. **Facilitating Constructive Dialogue:** By moderating the session, the Ombuds Office ensured the discussion remained respectful and productive. This role is crucial in academic settings, where diverse perspectives can lead to intense debates. The Ombuds

Office's involvement helps channel these discussions constructively, ensuring that all voices are heard and that the dialogue remains focused on substantive issues.

2. **Ensuring Fairness:** The Ombuds Office's impartiality helps maintain a balanced perspective. The risk of bias or partiality is high in controversial or sensitive discussions, such as those involving political or social justice issues. The Ombuds Office's neutrality ensures that the session does not favor any particular viewpoint, allowing for a more equitable exchange of ideas.
3. **Providing a Safe Space:** For discussions on contentious issues, it is essential to create an environment where participants feel safe to express their views. The Ombuds Office's role in moderating ensures that all participants can engage without fear of personal attacks or harassment, fostering a more open and honest dialogue.
4. **Managing Conflicts:** Conflicts or heated exchanges can arise during the session. The Ombuds Office is equipped to manage these situations effectively, ensuring that conflicts do not derail the discussion. Their presence helps de-escalate potential disputes and maintain a focus on the discussion's objectives.

### **Independence and Neutrality: The Cornerstones of Effective Mediation**

The effectiveness of the Ombuds Office in moderating events hinges on its independence and neutrality. These principles are critical for several reasons:

1. **Building Trust:** Independence ensures the Ombuds Office operates without external pressures or influences. This trust is essential for participants to believe that the moderation is fair and unbiased.

2. **Maintaining Credibility:** Neutrality helps uphold the Ombuds Office's credibility. If participants perceive bias, the effectiveness of the mediation can be compromised, potentially undermining the session's outcomes.
3. **Promoting Fairness:** Neutrality allows the Ombuds Office to address issues objectively, ensuring that all perspectives are considered. This approach promotes fairness and equity in handling campus discussions and disputes.
4. **Avoiding Conflicts of Interest:** Independence prevents conflicts of interest from external affiliations or pressures. The Ombuds Office's ability to remain impartial is crucial for effective conflict resolution and institutional integrity.

## **Conclusion**

The Ombuds Office's role in moderating the question-and-answer session with the Faculty for Justice in Palestine underscores its critical function in maintaining a balanced and fair academic environment. The Ombuds Office facilitated constructive dialogue, managed conflicts, and provided a safe space for all participants by ensuring confidentiality, impartiality, and neutrality. Independence and neutrality are fundamental to these responsibilities, reinforcing the effectiveness and credibility of the Ombuds Office's efforts. Through such engagements, the Ombuds Office addresses immediate concerns and contributes to the broader goal of fostering a respectful and equitable academic community.

## **Addendum:**

During the spring FJP event, the Ombuds made a statement about his position and neutrality in that endeavor. That statement expressed the greater position of the Ombuds Office and its participation in like proceeding. The statement is consistent with what would be proposed at any such event. A copy of that statement is attached here. It is attached as an example and testament to the policies of the Ombuds Office, and for future reference should another organization need like services from this office:

*My name is Billy Struemke and I am the Montgomery College Ombuds. Today, we are here for a crucial purpose-to foster an environment of open dialogue and respectful discourse, even when faced with viewpoints that may be deeply troubling or offensive to some. This forum is not about endorsing or condoning any ideology, but about upholding the principles of free speech and the exchange of ideas. While I may personally lean towards one side or another on this issue, I firmly believe that engaging with diverse perspectives allows us to better understand the complexities of the human experience and confront the challenges of our time. Therefore, I approach this forum with a commitment to impartiality, ensuring that all voices are heard and respected within the bounds of civility and constructive dialogue. It is through this process that we can strive towards greater understanding and, ultimately, work towards a more inclusive and just society. Let's start with some ground rules:*

*I will be taking questions for the group today. All questions will remain anonymous. With that I would point out that this event will not digress into any form of hate, anger, bigotry, or violence (either directly or through call to action). Because we are talking about a current issue that pits groups of people in direct conflict, divergent views of the conflict and the surrounding politics will be at the forefront. All questions will be held to the highest standard and will not be read if I, the moderator, deem them to be too inflammatory.*

*However, because I don't want to reject a legitimate question out of hand due to the delivery of that question, I reserve the right to paraphrase or ask the question in a less inflammatory way.*

*In order to ensure this, all questions will be submitted electronically, either through the Q&A feature on Zoom, via email to my Ombuds email address, or Via paper and pencil by anyone in attendance in person.*

*As the moderator, I always reserve the right to end this event if it becomes unmanageable. If anyone behaves inappropriately in person, they may be asked to leave the event. Similarly, if necessary, participants may be removed from the online portion. While I hope these measures won't be needed, they are in place to ensure a safe and respectful environment for all.*

*Montgomery College believes in welcoming ALL students and ALL employees into a community that emphasizes belonging. Among its values, Montgomery College marks Equity and Inclusion, Integrity, Excellence, and Respect. As members of this community, this event shall adhere to those principles.*

*I want to emphasize that my role here is solely as a neutral third party, with no vested interest in this event or its sponsors, other than to maintain order and facilitate a free exchange of ideas. As an employee of Montgomery College, I am not here as a spokesperson. As the Montgomery College Ombuds, I adhere to the principles of Independence, Informality, Impartiality, and Confidentiality. I will uphold these principles throughout this event and pledge to foster an environment of respectful dialogue. I appreciate your adherence to these simple rules.*

# Meta Data Sheets

## Uniform Reporting Categories

Code	Description	Number
1.a	<b>Compensation</b> (rate of pay, salary amount, job salary classification/level)	4
1.c	<b>Benefits</b> (decisions related to medical, dental, life, vacation/sick leave, education, worker's compensation insurance, etc.)	6
1	<b>Retirement, Pension</b> (eligibility, calculation of amount, retirement pension benefits)	2
2.a	<b>Priorities, Values, Beliefs</b> (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)	2
2.b	<b>Respect/Treatment</b> (demonstrations of inappropriate regard for people, not listening, rudeness, <del>rudeness, etc.</del> )	12
2.c	<b>Trust/Integrity</b> (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)	2
2	<b>Reputation</b> (possible impact of rumors and/or gossip about professional or personal matters)	3
2.e	<b>Communication</b> (quality and/or quantity of communication)	8
2.f	<b>Bullying, Mobbing</b> (abusive, threatening, and/or coercive behaviors)	1
2.g	<b>Diversity-Related</b> (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)	3
2.j	<b>Assignments/Schedules</b> (appropriateness or fairness of tasks, expected volume of work)	7
2m	<b>Performance Appraisal/Grading</b> (job/academic performance in formal or informal evaluation)	3
2.n	<b>Departmental Climate</b> (prevailing behaviors, norms, or attitudes within a department for which supervisors or faculty have responsibility.)	4
2.o	<b>Supervisory Effectiveness</b> (management of department or classroom, failure to address issues)	5
2.p	<b>Insubordination</b> (refusal to do what is asked)	1
2.r	<b>Equity of Treatment</b> (favoritism, one or more individuals receive preferential treatment)	3
3.a	<b>Priorities, Values, Beliefs</b> (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)	3
3.b	<b>Respect/Treatment</b> (demonstrations of inappropriate regard for people, not listening, rudeness, <del>rudeness, etc.</del> )	2
3.e	<b>Communication</b> (quality and/or quantity of communication)	5
3.f	<b>Bullying, Mobbing</b> (abusive, threatening, and/or coercive behaviors)	2
3.g	<b>Diversity-Related</b> (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)	2
5.e	<b>Disability, Temporary or Permanent, Reasonable Accommodation</b> (extra time on exams, provision of assistive technology, interpreters, or Braille materials including questions on policies, etc. for people with <del>disabilities</del> )	1
6.b	<b>Physical Working/Living Conditions</b> <sup>[SEP]</sup> (temperature, odors, noise, available space, <sup>[SEP]</sup> lighting, etc)	3
6.f	<b>Telework/Flexplace</b> (ability to work from home or other location because of business or personal need, e.g., in case of man-made or natural emergency)	4
7.c	<b>Administrative Decisions and Interpretation/Application of Rules</b> (impact of non-disciplinary decisions, decisions about requests for administrative and academic services, e.g., exceptions to policy deadlines or limits, refund requests, appeals of library or parking fines, application for financial aid, etc.)	1
9.b	<b>Values and Culture</b> (questions, concerns or issues about the values or culture of the organization)	6
<b>Total</b>		95





Race

<b>Asian</b>	6
<b>Black</b>	19
<b>Hispanic</b>	9
<b>Other</b>	7
<b>White</b>	41
<b>Undisclosed</b>	9
<b>Group</b>	4
<b>TOTAL</b>	95





## Education

HS	2
GED	3
Associate's (Unknown)	2
AA	3
AS	1
Bachelor's (Unknown)	3
BA	15
BS	7
Master's (Unknown)	4
MA	20
MFA	1
MS	5
MSW	1
PhD	13
Undisclosed	11
Group	4
	95