

University Ombuds Program



Annual Report 2015

Bruce MacAllister, J.D.

University Ombudsperson

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Forward



Figure 1. Bruce MacAllister, J.D., University Ombudsperson

I am pleased to share this first annual edition of the University Ombudsperson's report to the campus community. This report summarizes the status of program implementation and my experience working within the campus community to launch the University's new University Ombuds Program. I would like to express my deep appreciation to the many individuals who provided truly amazing support and encouragement. There are far too many individuals to list each individually, however, among the many who provided great support there are many individuals working in groups and in their official capacity to help implement the program. I owe a note of great appreciation because their commitment and energy greatly help to build and sustain momentum. Among the many whom I would like to thank are:

- Former President Michael Gottfredson;
- Provost and Interim President Scott Coltrane;
- Current University President Michael Schill;
- The members of the University Board of Trustees; for their support in helping assure that University policy aligned with the professional standards for operating an ombuds program;
- Members of the President's Office Staff, including Nancy Fish, Greg Rikhoff, Greg Stripp, and Dave Hubin;
- The current and former members of the University Senate for their enthusiastic, unwavering program support;
- The members of the University Ombudsperson selection committee;
- The Ombuds Advisory Committee,
- The University Senate Ad Hoc Committee on Respectful Workplace, the Task Force to Address Sexual Violence and Survivor Support;
- University Counsel for its help in staffing policy changes to assure the ombuds program could work within University policy parameters;
- The officers and stewards of the University unions;
- The University Deans, Vice Provosts, and others who, to a person, have provided enthusiastic support and who have also worked with sincere commitment when, as Ombudsperson, I have needed their help to help resolve workplace issues.

I hope readers will find this report informative and helpful for developing improvements within the campus community.

Annual Report Academic Year 2014 -2015

I. Introduction

In March 2013 the University implemented its new University Ombuds¹ Program with the selection and hiring of its new University Ombudsperson, Bruce MacAllister,² who was selected after a rigorous national search. The University of Oregon Ombuds Program is designed to provide a safe, neutral, independent, non-escalating resource to students, faculty, staff, and all other constituents. The University program was designed to be in full alignment the *Standards of Practice* and *Code of Ethics* of the International Ombudsman Association [IOA]. A routine responsibility of an ombuds program is to provide periodic reporting to members of the campus community. Often this reporting is customized to a particular audience. The ombudsperson routinely provides updates on visitor trends and patterns, program status, and special concerns. This is the first formal full Annual Report of the University of Oregon Ombuds Program.

II. Report Scope, Approach, and Methodology

A. Scope

This report includes the following elements:

- A report on the implementation status of the University Ombuds Program, as a new program;
- A summary of statistical, themes, and trends information since the office was established.
- An overview of the campus climate and conditions within the campus community as they existed at the beginning of the launch of the new ombuds program. This will serve as a benchmark to gauge the affects, if any, of implementing a new ombuds program.
- Additional data gathered through other ombuds program activities such as organizational interventions; strategic assistance, such as meeting or planning

¹ A note about terminology: The term used by the University of Oregon in its job description and job advertisement to reference the position is “ombudsperson.” The term used by the American Bar Association in its “Standards for the Establishment and Operation of Ombuds Offices is “ombuds.” The term used by the International Ombudsman Association [IOA] for such a position is “ombudsman.” The rationale of the IOA is that the term is of non-English derivation (Norse) and, like “actor,” “executor,” and many other terms, the term now extends appropriately to men and women alike who serve in the function. For purposes of this report, I use the term “ombuds.” There is also some confusion around the terms “ombuds office” and “ombuds program.” For purposes of this report, I use the term “ombuds office” when referring to the physical space, and “ombuds program” when referring to the programmatic functions of the ombuds program.

² See Appendix A for a biography of University Ombudsperson Bruce MacAllister.

facilitation activities, executive coaching, ex-officio participation in governance activities; and outreach and training activities.

- Informal benchmark and comparator data where helpful and relevant.

The Ombuds Office did not prepare a report for the 2013 - 2014 academic year because the ombuds program was in its initial startup phases beginning in Spring Term 2014 and the program was not actively seeking visitors, pending implementing essential initial service features. Another factor leading to combining the data from 2014 was the significant program implementation delay required while a policy issue was resolved. This caused a delay in program implementation and outreach of more than six months during the summer and fall terms of 2014. As a result, visitor demographics, issues, and outcomes data from 2014 is combined with 2015 academic year data within this first report.

We hope that sharing observations about trends and initial conditions will enable future reports, and those reviewing the program at later points, to determine whether and how the ombuds program has contributed to changing the conditions, workplace culture, and environmental elements that existed at the time the program was implemented.

B. Approach and Methodology

The information in this report is drawn from the following principal sources:

- Status information regarding program implementation drawn from the program implementation steps and implementation activities since the program's inception in March 2014.
- Tracking system data in the Ombuds visitor tracking system (OVTS). This system tracks basic visitor demographic information issue.
- Thematic data drawn from visitor trends and patterns organizational interventions and outreach.
- Anecdotal observations of important issues, as observed by the ombuds.

III. Summary of Activities

A. Program Origination

The University Senate identified the need for a University Ombuds Program in 2012. The Senate established a committee to study the feasibility of a program and made a recommendation to then-President Michael Gottfredson. President Gottfredson was familiar with the concept of a university ombuds program and enthusiastically endorsed the Senate's recommendation. Thereafter, a University Senate working group researched the concept and ultimately a general program and ombudsperson position description were developed. The position was advertised in Fall Term of 2013 and interviews were conducted in December 2013. Three final candidates were identified as a result of a national search, and the selected candidate was hired and began the rollout of the new ombuds program on March 17, 2014.

B. Program Description and Features

The Ombuds Program is designed to be a non-escalating, confidential resource that provides options and advice regarding University resources, programs, services and policies. The University of Oregon Ombuds Program is designed to be a full-featured service that serves faculty, students, staff, and other campus community members. It is designed to help program users – “visitors” – resolve concerns in a confidential, informal, non-escalating environment. The program functions independently from the normal management structure, and reports directly to the University President. Except for managing its own staff, the ombudsperson has no management or policy making authority and is not considered a university manager for purposes of compliance reporting. The ombudsperson is also not considered a “responsible employee” for purposes of responsibility to report Title IX concerns and is also not considered a “campus security authority” for purposes of criminal activity reporting under the *Clery Act*.

C. Program Implementation Actions and Status, and Remaining Implementation Goals

The University of Oregon Ombuds Program was established in March 2014 when the University hired its first University Ombudsperson. The ombudsperson was selected after a rigorous national search and was selected based on his experience in designing and implementing new ombuds programs for large, complex R&D and higher education institutions. By June 2014, all essential program elements were developed and as of this report all program elements are finalized and in place with the exception of the formal program charter, which is pending approval of University President.

Key program components include:

- Comprehensive website [<http://ombuds.uoregon.edu/>]
 - Program Services Overview
 - “Ask the O” – a web form anonymous question venue
 - Staff biographies
 - Frequently Asked Questions
- Safety, Security, and Emergence Response Procedures Handbook
- University Policy regarding ombuds confidentiality and reporting exemption
- Temporary, fully configured and operational space
- Permanent space with final remodeling plans (expected occupancy, Spring 2016. See appendix for floor plan of space).
- State-of-the-art visitor case tracking and archival system for anonymously tracking issues, trends, and important concerns for upward reporting.

IV. Summary of Issues and Visits

This section shares information about visitor issues, demographics, trends, ombuds responses and services. Each section includes two charts – one reflecting current trends in open cases, and the other reflecting the larger themes from 260 cases. The reasons for showing active cases are that there are currently over 50 pending cases,

representing a significant proportion. The other reason is that the open cases sometimes reflect emerging trends.

A. Who uses the ombuds program? People from ...

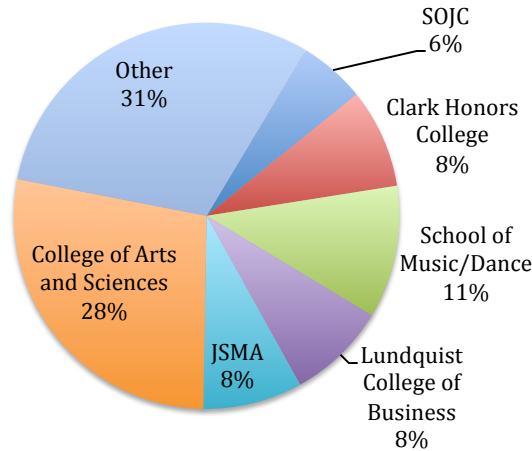


Figure 2. Visitors; Open Cases

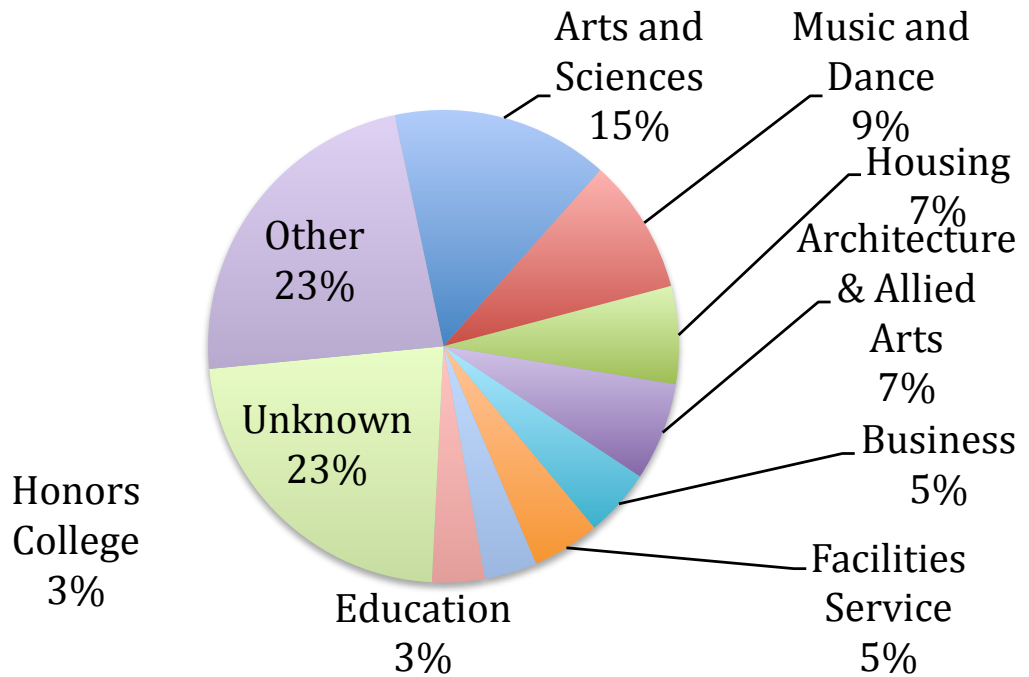


Figure 3. Visitors; Archived Cases

B. Utilization by Gender

GENDER - OPEN CASES

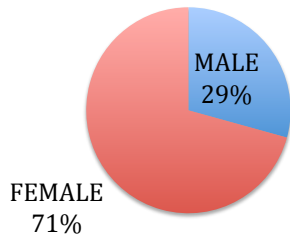


Figure 4. Gender in Active Cases

GENDER - ARCHIVED CASES

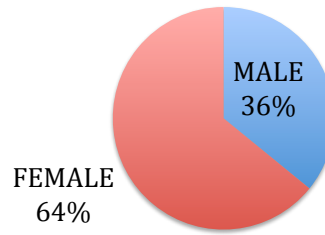


Figure 5. Gender for Archived Cases

C. Utilization by Constituency (Students, Employees)

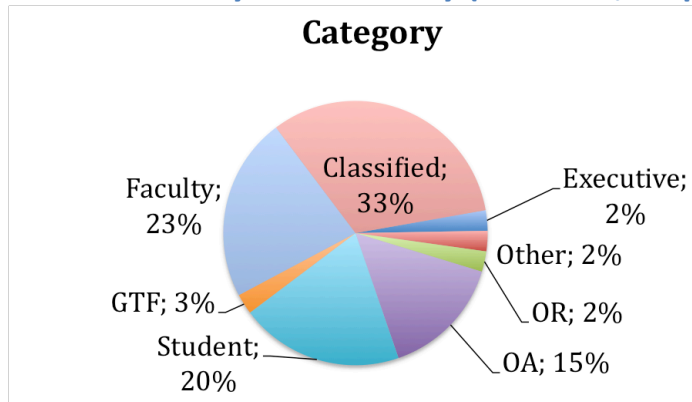


Figure 6. Constituencies Represented in Pending Cases

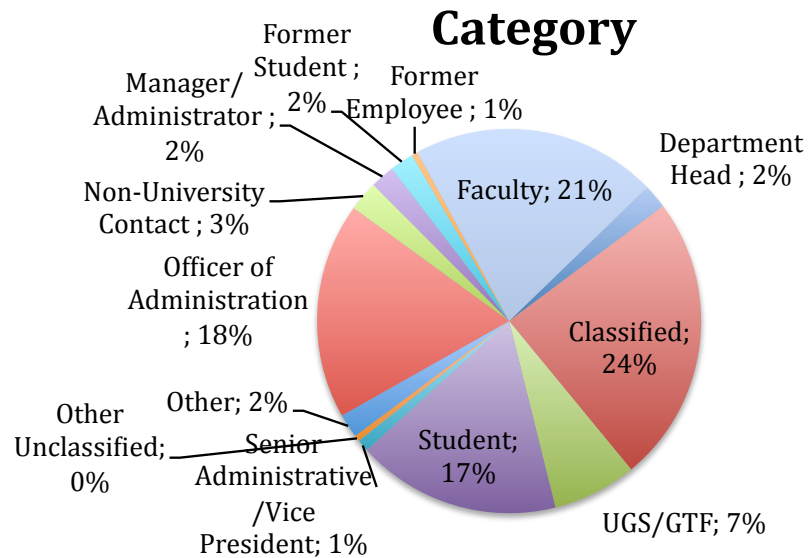


Figure 7. Constituencies Represented in Archived Cases

D. Reported Ethnicity

Ethnicity information cannot readily be extracted from the UO personnel systems and must therefore be entered manually at the Ombuds Office. To avoid entry error and speculation, ethnicity information is only entered when voluntarily reported by a visitor, typically as a part of his or her claim or concern.

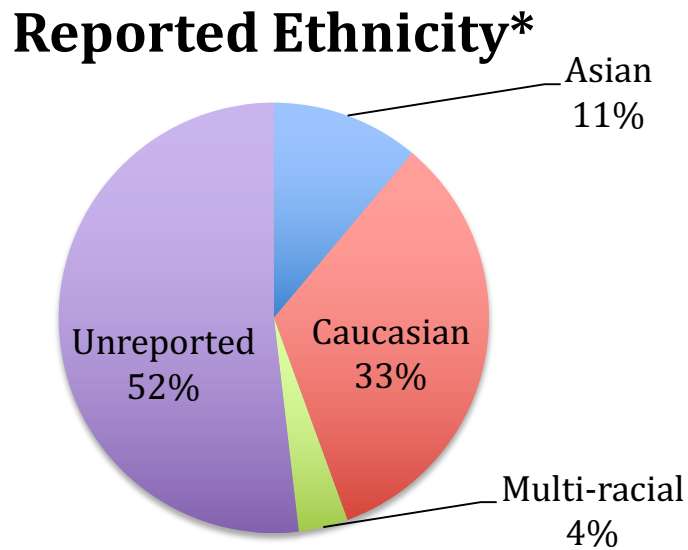


Figure 8. Reported Ethnicity; Open Cases

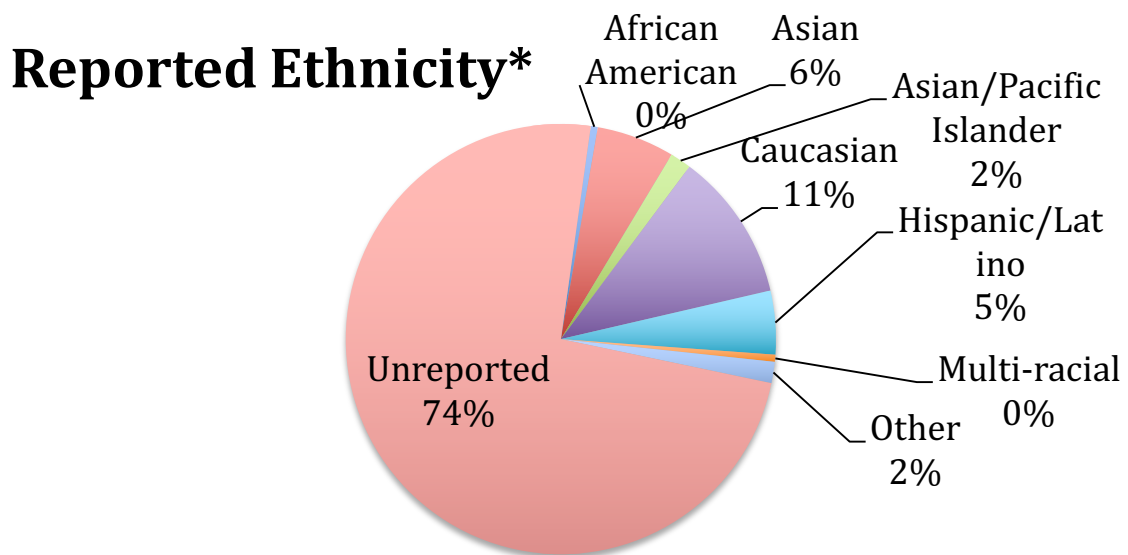


Figure 9. Reported Ethnicity; Archived Cases

E. Reported Age

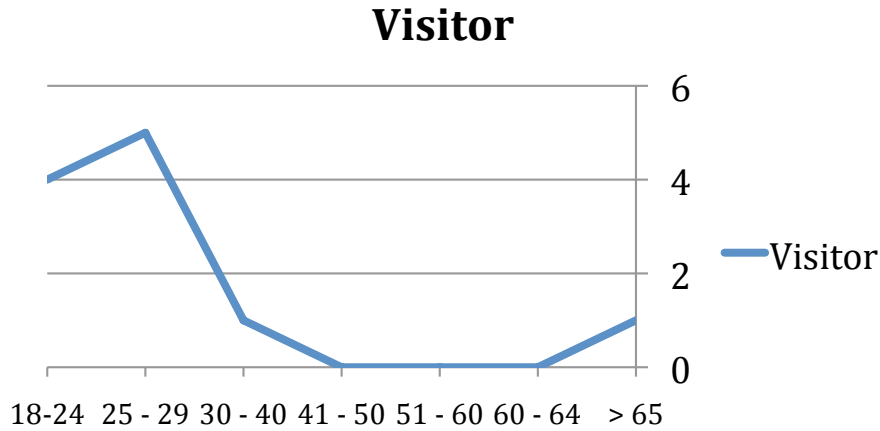


Figure 10. Age Profile of Open Cases

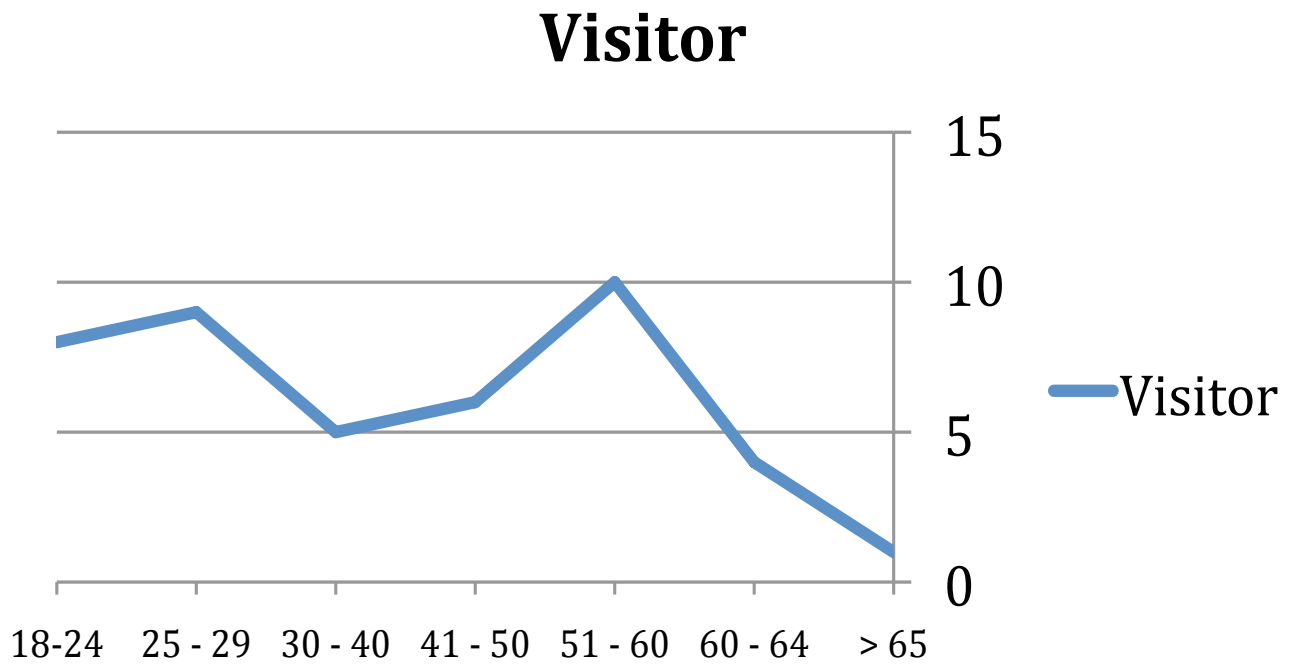


Figure 11. Age Profile for Archived Cases

As with tracking race or ethnicity, we only enter age information when reported by the visitor. Generally this occurs when the visitor expresses a concern involving an age issue or similar concern.

F. Ombuds Visitor By Union Affiliation

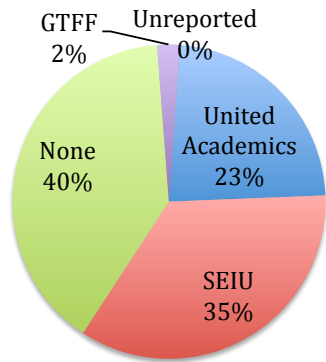


Figure 12. Active Cases by Visitor's Union Affiliation

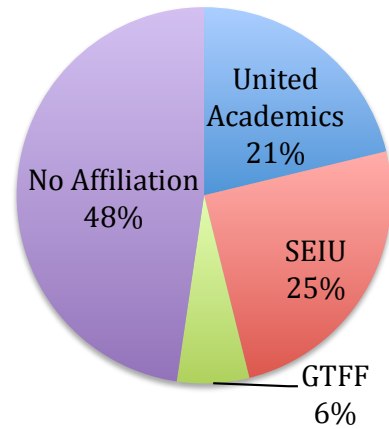


Figure 13. Archived Cases by Union Affiliation

G. Ombuds New Visitor By Month of First Appointment

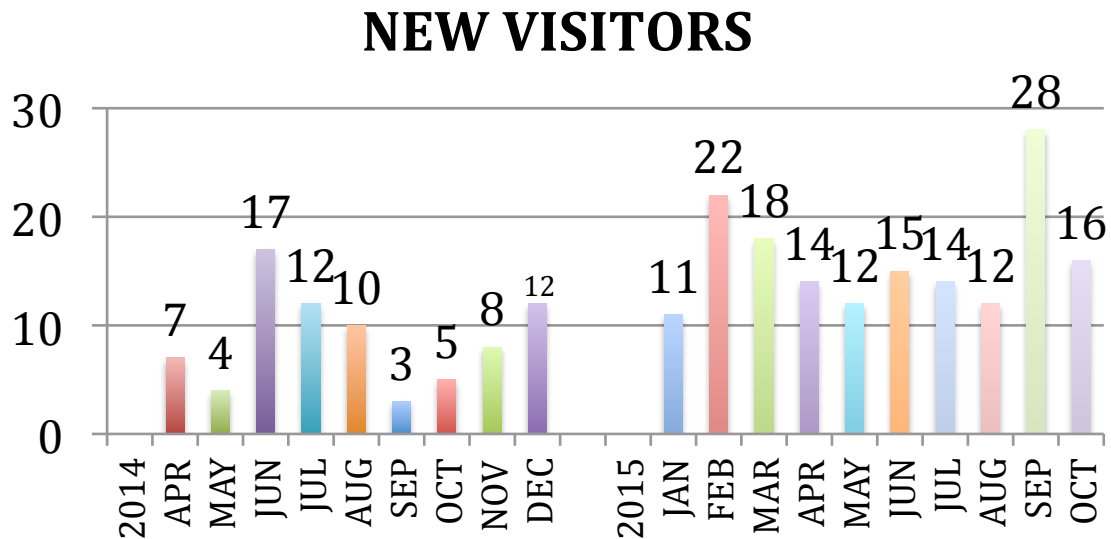


Figure 14. New Visitors by Month

It is important to note that from August 2014 to December 2014, the Ombuds Office was not actively accepting new visitors except for compelling emergencies because the University was reviewing its policy on “mandatory reporting” for certain cases a propos to the ombuds program.

H. What sorts of concerns do visitors bring forward to the Ombuds Office?

Employees and students bring a wide range of issues forward to the Ombuds Office. Generally, we categorize these issues into two types: Non-interpersonal issues, and Interpersonal Issues. A single visitor can present with many different concerns. Therefore, the volume of concerns entered into the ombuds tracking system, exceeds the number of visitors.

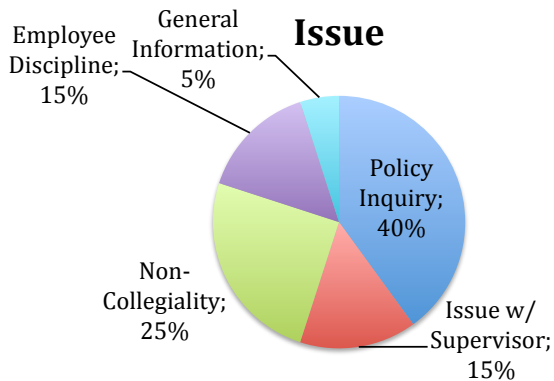


Figure 15. Non-Interpersonal Concerns

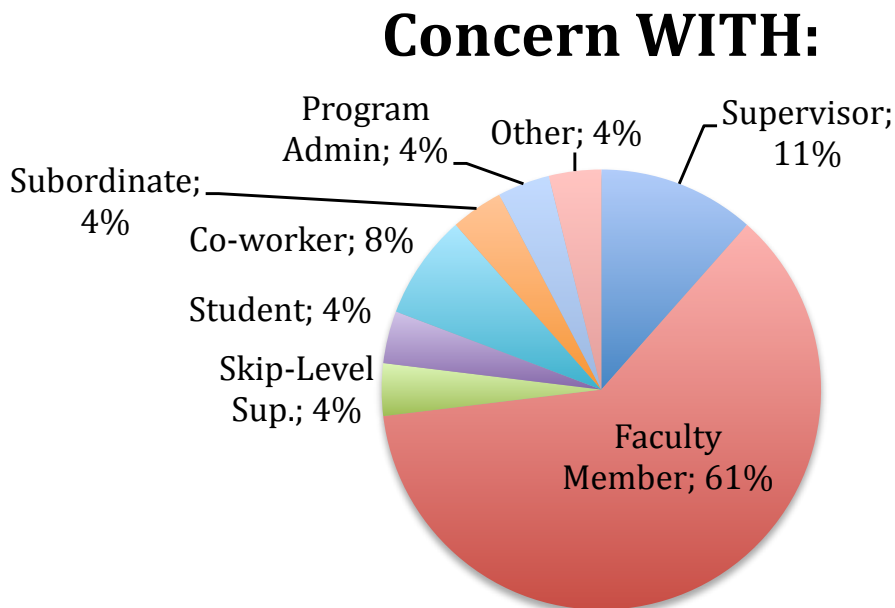


Figure 16. Interpersonal concerns with whom in current cases

Concern WITH:

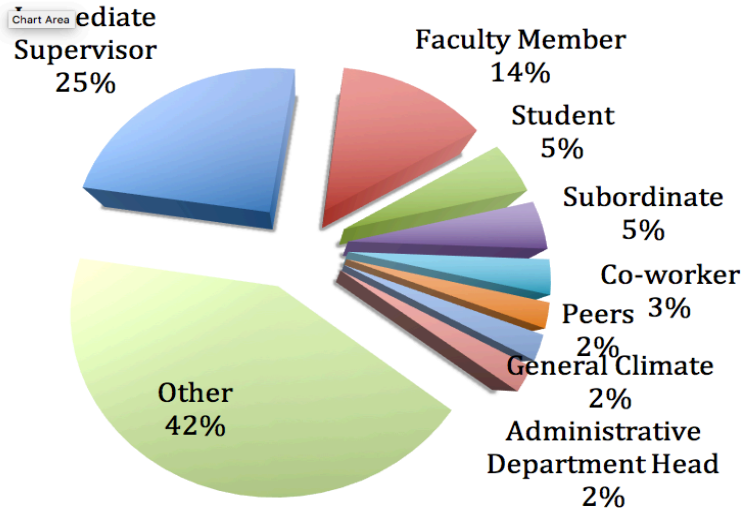


Figure 17. Interpersonal concerns with whom from archived cases

Concern ABOUT:

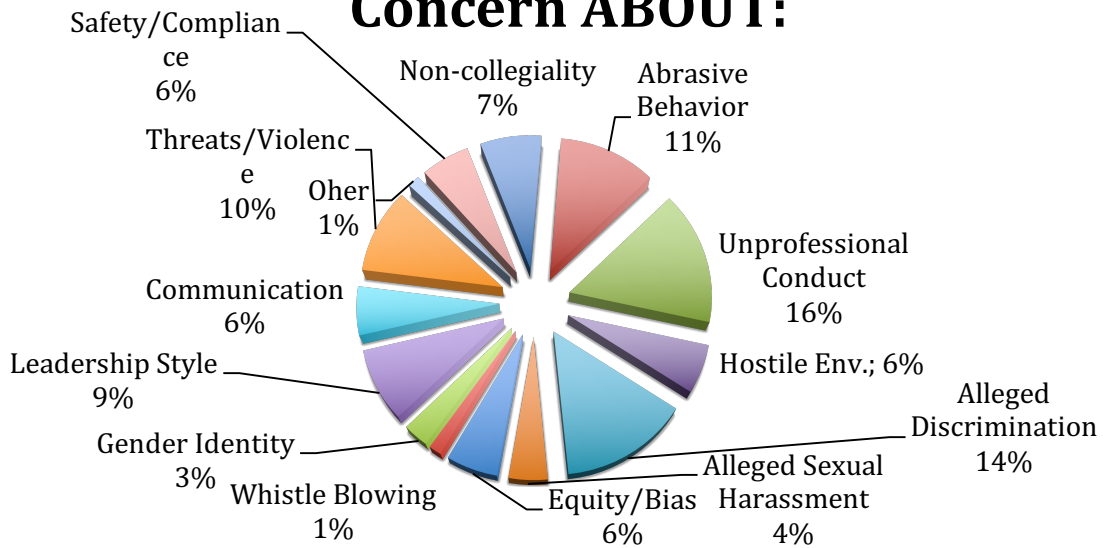


Figure 18. What are the concerns about?

V. Ombuds Organizational Assessment and Group Conflict Intervention Response

A. Overview of Assessment Process

In addition to serving over individual program 260 visitors and providing advice on literally hundreds of different issues, the ombudsperson has worked with several hundred additional faculty and staff within the campus community in conducting organizational assessments. An organizational assessment is a process by which the root causes of chronic conflict and sub-optimal performance are identified through a comprehensive review of the organization – its systems, personalities, communication dynamics, leadership styles, and overall functionality. Working in close concert with the chartering manager – typically a dean, we systematically interview members of the organization and develop and deploy an intervention plan.

The typical organizational assessment process typically involves the following steps:

1. A “**scoping meeting**” during which, the organizational management charters the assessment and helps to identify the desired outcomes and probable problem areas.
2. Administration of one or more **survey** instruments, which help the consultant begin to home in on the major areas that members of the organization see as troubled. This step is optional depending on the preferences of the manager.
3. One-on-one **interviews** of all or a representative portion of the organization involved as described above. Typically, in smaller units, everyone is interviewed, while in larger units, often a representative portion of individuals are identified and interviewed.
4. **Preliminary briefings** for the chartering managers so that they can evaluate the adequacy of the information collected thus far and also gain a feel for the likely issues to be identified for work.
5. A **full assessment report** in which the collected information is reported in an organized and systematic way, and options for organizational development and excellence interventions, resources, tools, and approaches to address chronic conflict and other issues are suggested. The assessment report can also provide baseline metrics to measure progress as further measures are implemented.
6. A collaboratively developed **organizational development intervention plan**, which is implemented by the organization’s management and participants, using the appropriate tools and resources, based on input of the consultant and the managers’ and participants’ deep knowledge of the organization and its culture.

While each organizational intervention is unique, based on the presenting issues, generally the plan is rolled out in the following sequence:

1. **Management briefing** and plan finalization as described above.

2. **Sharing information with the entire working group** as appropriate so that the group itself can gain understanding of the issues and be enlisted in problem solving, action planning, training, and communication.
3. **Sequenced implementation** of the intervention plan, as agreed to with management.
4. **Interim evaluation and adjustment** of the plan, based on the progress made.
5. **Measurement and full evaluation.**

Tools that are often used include, among many other options and approaches:

- Teaming and conflict resolution programming
- Role clarification and reward systems adjustments
- Highly interactive training, customized to the needs of the organization and its issues in areas such as communication skills, conflict response, and management styles
- Leader and executive coaching
- Change management facilitation
- Knowledge management and knowledge transfer facilitation
- Tactical and mid-range business planning

To be effective, the ombuds assessment process requires the abiding commitment and full engagement of the managers and employees involved. As with all habituated behaviors, the organization must effect change from the inside, based on participant commitment. It cannot be imposed from the outside by the consultant alone.

B. Assessments and People Served

Since March 2014, the Ombuds Program has conducted 6 major assessments involving one-on-one interviews of over 150 people. These interviews typically involve 30 – 60 minute interview sessions with each participant in the assessment. The information collected is then analyzed for themes and trends. After reviewing the information, as the organization's consultant, the ombuds designs a proposed intervention approach and negotiates a final approach with the unit's leadership. The intervention activities are always owned by the manager who charters the assessment. As a part of any assessment activity, ultimately the information is fed back to the group for transparency, planning, and intervention design purposes. To protect the identities of the units involved and to encourage proactive use of the service, we do not identify the particular units in open reports.

C. Themes Identified in Organizational Assessments

Each organizational assessment is initiated for its own unique reasons. Some were initiated as a result of multiple visitors from a single unit. In these circumstances the manager desired a more complete and comprehensive picture of the issues. Some were initiated directly by a manager who perceived issues and wanted additional information to assess the situation.

A few universal themes emerged from my work in this area at the UO. Principal among these themes were:

- There is incredibly wide variation in management styles, systems and approaches, with wide variation in HR and business practices. While this is not necessarily a negative, it appears to affect the faculty and staff of the units such that units tend to have islands of identity.
- The units with lower levels of morale were marked also with a sub-culture of “castes” and hierarchy, where individual members of the unit placed a high focus on the status of senior faculty, etc. By contrast, the organizations evidencing higher levels of morale and functionality placed high emphasis on “student-centeredness” and a shared recognition of the importance and contributions of all members of the unit, including staff, NTTF, and junior faculty. This was true even in units with high levels of research activities. There was a definite positive linkage between those units with a more egalitarian subculture and their overall morale levels.
- As is typical in most higher education institutions, department heads play a major role as either a weak link or a great salvation, depending upon the management acumen of the individual involved. As a newly arrived outsider, it was evident to me, as ombuds, that the University lacks a coherent and comprehensive mechanism to develop and support department heads in their role. The results of this lack of development manifest itself in many ways, including churning issues without resolution, ineffective meetings, lack of shared vision and organizational alignment, and personalization of department issues. It is not surprising that units with managers who put more personal energy into their leadership development reported higher productivity and morale.
- Each assessment consistently revealed that staff and faculty alike found the infrastructure within and external to their unit under-resourced or ineffective in terms of its organization. The term “mom and pop” operation was used repeatedly around the campus to characterize infrastructure and operations, which are widely viewed as archaic and outstripped by the growth of the University.

VI. Benchmark Observations:

Observed Organizational Strengths, Challenges, and Opportunities

A. Introduction

Based on the selection process for the ombudsperson position, it appears that the University placed high importance on the credentials and depth and breadth of the candidate’s professional experience. Based on this experience, this section provides thematic information that is derived from my work with individual visitors and the themes of their perceptions as well as some of my own observations based on

benchmarks to other organizations. Accordingly, this section of the report includes two portions. The first portion includes observations derived from the thematic reports of visitors and program users. The second portion includes my own observations, which are based on my work with large, complex organizations. (These organizations include other institutions of higher education, to large federal and state agencies, scientific research entities, and private corporations.) While this experience is diverse, as a neutral, independent resource, I recognize that the merit of the observations in this section is subject to the level of deference the reader chooses to place on the ombudsperson's experience base.

B. Reported Themes

These themes emerged from the patterns of the perceptions of ombuds visitors or issues revealed by working with the visitor. Themes are reported by constituency.

1. Student Issues:

Student Grade Appeal Process:

The formal grade review process for students wishing to appeal a grade based on an alleged abuse of discretion, is dysfunctional to the point that even the staff that are identified as supporting the function, discourage students from using the process. The ombuds program demonstrated high levels of effectiveness in resolving issues that involved communication between faculty and student. Students were always given to understand that there is no appropriate formal avenue to second-guess their faculty's evaluation of their performance against an appropriate rubric or syllabus (outside of a department chair review). However, where the faculty appears to abuse his/her discretion by ignoring the rubric or terms of the syllabus, there is no effective mechanism for a student to seek resolution of an alleged abuse. Examples of illustrious situations include a faculty member overriding the grade of a externship supervisor, when the syllabus specifies that the extern supervisor has exclusive grading authority, and a faculty reaching determining that a grade does not equate to a passing grade, even when the syllabus states that the percent received would equate to a passing grade.

Student Bereavement Policy

Students report problems with making course adjustments and arrangements when they encounter a family emergency or death, due to the absence of a coherent policy.

Student Discipline

Ombuds received a pattern of complaints from students who reported that they were under the cloud of a disciplinary action with no resolution for multiple terms, even over the summer. Some of the cases involved allegations of sexual misconduct and other high-risk issues.

Dead Week

Students continue to report that faculty do not respect the limitations associated with dead week.

2. Classified Staff

Deep Mistrust of AA/EO

Classified staff report high levels of distrust and low levels of confidence in the fairness, competence, and responsiveness of the University's AA/EO function. Examples of concerns reported include reaching decisions and conclusions about employee medical fitness without adequate input from an employee's physician, sharing information outside of the appropriate confines of HR record-keeping, and generating shadow files. Ombuds does not independently investigate concerns and draws no conclusions beyond noting a pattern of reported perception. I also note that perception does not necessarily equate to fact, but patterns are important to the acceptance and long-term efficacy of any particular program.

Patterns of abusive management style in trades positions.

Ombuds received extensive reports of managers in the "blue collar" positions being subjected to perceived retaliation for surfacing safety concerns or physical injury.

Patterns of perceived avoidance of "Weingarten" protections

Ombuds received reports that employees felt "ambushed" in meetings that were announced with a more generic topic, but in actually included disciplinary action, which the employee perceived implicated certain NLRB protections.

3. Officers of Administration and Other Non-union Positions

Widespread perception of a lack of functional protections equivalent to those available to unionized employees.

Officers of Administration consistently report a perception of an utter lack of due process protections associated with their position. They report an incomprehensible and unusable employee grievance process and a widespread sense of vulnerability. Further, employees in this category report that they have no sense of confidence that their managers will exercise progressive discipline or even candidly communicate performance issues and expectations. Rather, these employees report that they perceive that their managers simply use the annual contract renewal/non-renewal process to winnow out non-classified personnel perceived to have performance issues.

4. Faculty

Widespread perception of an academic culture that accepts abrasive behavior and harassment.

There was a strong pattern of concerns reported among faculty that, as colleagues, faculty are very hard on one another, and that department heads, deans, and other administrators do not enforce standards of civility.

Perceptions that University "administration" is not transparent

A significant number of faculty reported that they do not trust "Johnson Hall," and that "Johnson Hall" resists sharing information and reacts to faculty who speak out

defensively and with a tendency towards laying blame or finding faulty with the source of the particular comments.

C. Ombuds Observations and Benchmarks

Group Polarization

During a significant portion of my tenure as ombuds, I observed significant group polarization. Group polarization is the result of a communication phenomenon in which groups within an organization develop perceptions and form beliefs relative to the organization. If there is conflict or mistrust within an organization, groups often withdraw from engagement and active communication within the organization. This can be fed by perceived fear of reprisal for engagement, or can be fed by a sense of futility with regard to engagement. As the phenomenon evolves, groups withdraw from one another, but continue to communicate within their subgroups. Because these groups share similar beliefs and perceptions, their communication within their isolated subgroup only serves to reinforce their beliefs and to harden those beliefs in more extreme forms. As more extreme positions emerge, any efforts at dialogue become more threatening and uncomfortable, forcing further withdrawal between the parties. For a large portion of my tenure as ombuds, it was clearly apparent that faculty had splintered into subgroups around polarizing issues, such as the role of NCAA athletics on a campus, or the appropriate role of the President in challenging personnel or student issues. This extreme polarization led to a widely perceived sense that “Johnson Hall” was operating with a “bunker mentality” and refused to engage. The more that “Johnson Hall” was perceived as refusing to engage, the more activated groups of faculty became. I note that the polarization was not focused exclusively on the Administration versus Faculty vector, but included polarization among faculty, some who perceive that the UO Matters blog inhibits safe and open communication, in itself, and others who believe that the venue provides a valuable independent forum.

Decentralization to a confusing extreme

As someone who has devoted nearly forty years in a career focusing on business and HR systems, the extreme model of decentralized services on the UO campus struck me as an extreme model. The results of this approach manifested themselves to me as the ombuds in a variety of ways. People working in comparable positions reported wide variations in their compensation, and potentially problematic patterns mapping to gender or race. The end result presents as a somewhat inefficient and under-resourced organization with significant gaps, overlaps and inefficiencies caused by redundant operations. It is widely perceived that the University presents as an organization that is inadequately resourced in key areas, including its formal investigative and complaint resolution functions. However, it is impossible to say whether the lack of a central capacity actually stems from a lack of resources, or whether it maps more to the inefficiencies of redundant and inconsistent approaches and lack of clear policy.

Sense of Quiet Desperation

One of the phenomena observed is linked to staff morale. Individual visitor reports and observations consistently present a perception that university operations are understaffed by a significant degree and that this staffing deficiency is essentially enabled by the work by staff that extends far beyond normal levels of effort and into unsustainable levels of required support. The ability of the University to function under its current staffing approach appears to be enabled largely by the widespread sense of employees that their employment status is very uncertain. Thus, staff make extraordinary contributions, but do so out of a sense of quiet desperation. This phenomenon creates side effects such as lost time due to worker illness, staff conflict, and compliance breakdowns resulting in legal or policy violations. An additional side effect is reflected in chronic issues involving the interactions between faculty, unclassified staff and classified staff. As noted above, it is impossible to say whether there is truly a net gap in staffing capacity relative to demand, or whether the University's extremely decentralized approach causes needless gaps and redundancies. Regardless, the end result is that the University continually faces negative press and legal actions that seem closely related to its current capacity problems.

Opportunity to embrace a different approach

While admittedly, the vast majority of visitor situations are personal situations that do not carry significant risk management implications, the ombuds program offers an opportunity for the University to embrace a fundamentally different approach to resolving concerns and approaching its risk management when the rare case with significant risk management implications surfaces. When effectively embedded in the organization, the Ombuds Program offers the campus community a way to approach issues in a more confidential, less polarized and less positional way. When truly embraced and used by the administration and the campus community, the University can avoid projecting a defensive, positional, and sometimes "victim blaming" tone. Instead, issues can be addressed early and resolved quietly and durably. Consistently utilizing the Ombuds Program as a key risk management resource requires building acceptance and awareness of the true power available through this approach and a high level of confidence in the competency of the ombuds and the reliability of the ombuds' information. It also requires leadership that is confident in reaching decisions that are based on the "right results" and what is simply fair and appropriate. It requires considering inputs from additional sources beyond the usual sources such as legal counsel to avoid quickly embracing a defensive and positional approach. Sometimes this will be the completely appropriate approach, but often factors beyond simple legalities, can influence a much more effective result. Because of the turnover and transition within University leadership, it is difficult to say where the UO stands in this area. In my tenure as the University Ombuds, it was clear that the University benefited at times from the ombuds model with respect to cases with significant risk management implications, but likewise, in my view, there were some regrettable lost opportunities. This highlights the necessity for the University to set high expectations for the skill and experience of its next ombudsperson.

VII. Conclusion

As the Ombudsperson, I can only share information based on what was presented to the program in any given time period and what presents to the ombuds office represents a limited sample of data. Based on this sort of information, an ombuds report tends to focus on gaps, challenges and breakdowns. However, the vast majority of the University clearly functions effectively and seamlessly. The themes identified and discussed in this report are not intended as an evaluation of the competence of the University, but rather as information to enable the University to consider continuous improvement. The University of Oregon is clearly a grand and overall highly effective organization. It is not for the ombudsperson to demand, or even propose specific measures in response to information in this report. That is the exclusive province of appropriate University administrators. Additionally, I fully recognize that general information and certainly information relative to specific situations that an ombuds presents, is only a part of the larger picture available to the University administration. It is always the province of University managers to reach their own decisions.

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