

**Northern Illinois University**

**OFFICE OF THE OMBUDSPERSON**

**ANNUAL REPORT**

**May 16, 2017—May 15, 2018**

**Sarah Klaper, J.D.**  
**University Ombudsperson**

“I hope people tell you often what a blessing you are to

“Thank you for very much for checking into this – this is the first time it has been explained to me in this way”

“Thanks for your ear and advice. I appreciate the opportunity to both talk concerns aloud, and to have your

“I wanted to thank you for everything you did throughout this entire process. Honestly . . . you were so supportive, you were helpful & you provided such

“Thank you for all you did to facilitate our meeting”

“Thank you for all you do around here. I appreciate your kindness

## **Acknowledgments**

“This is the only place on campus where I feel completely safe, and that I can tell you things without worrying about being in worse trouble.”

-- Staff Visitor to Office of the Ombudsperson 2018

That sentiment is one of the main reasons that the Office of the Ombudsperson exists, and the staff actively works to create that environment. Coming to the Office of the Ombudsperson should be the best part of any distressed visitor’s day. The staff members make it so.

Administrative Assistant Gay Campbell started in the Office in June 2016. We are thrilled to have her as the first person most visitors meet or with whom they engage upon reaching out to the Office of the Ombudsperson. Gay has an extensive knowledge of the campus and community, and she is always kind and a good listener. Her knowledge of policies, procedures, and offices on campus helps not only our office function to the best of our ability, but also each visitor with that “quick question.” She gets visitors on the right path, calms their nerves, and helps them to feel heard.

Due to budget cuts, we continue to be down to one graduate assistant again this year. Kristina Wilkerson has been crucial to the functioning of the Office for the past three years. Her knowledge of policies and issues on campus is extensive. Kristina has continued to provide research and policy analysis, outreach, administrative assistance, and direct service work with undergraduate and some graduate student visitors. She has been proactive in teaching students how to best advocate for themselves. She was so integral in helping one student to advocate for himself, and to develop strategies to be successful in his program, that he came to the office three times to make sure that she would please attend his graduation. This has been Kristina’s last year at the Office of the Ombudsperson, as she is moving on with her career and finishing her dissertation. We wish Kristina nothing but success and happiness in her future, and we wholeheartedly thank her for all of her work at our office.

Many other individual members of the NIU community helped us to serve the entire campus community this year through administrative and policy assistance, collaboration, and being referral points for individual concerns. Although you are not named specifically here, please know that we are deeply appreciative of your efforts and assistance.

Finally, we would like to thank all of the faculty, staff, students, personnel advisors, and administrators (including the presidents of each of the councils and the heads of the different presidential commissions), who have been excellent partners, and who have offered assistance in a myriad of ways throughout the past year. We truly appreciate your willingness to share information, to allow us to attend your meetings, and to work together to address issues to make NIU a place where we can all live, learn, and work together.

## **The Office of the Ombudsperson**

The Office of the Ombudsperson (Office) is a confidential, neutral, and independent resource for conflict resolution at NIU. The Office serves the entire campus community, including faculty, staff, students, and administrators. As a confidential resource, members of the Office neither disclose who visits the Office, nor the content of conversations. The Office maintains the International Ombudsman Association Standards of Practice found at

[http://www.ombudsassociation.org/sites/default/files/IOA\\_Standards\\_of\\_Practice\\_Oct09.pdf](http://www.ombudsassociation.org/sites/default/files/IOA_Standards_of_Practice_Oct09.pdf).

As such, the only exceptions to confidentiality are for reports of child abuse and neglect (as required

by Illinois law), and instances of an imminent risk of serious physical harm. Pursuant to Article 20 of the Bylaws of NIU (found at [http://www.niu.edu/u\\_council/constitution/bylaws/article20.shtml](http://www.niu.edu/u_council/constitution/bylaws/article20.shtml)), the University Ombudsperson is a direct report to the President and is evaluated by the University Council.

The Office consists of the University Ombudsperson, an administrative assistant, and one graduate assistant. While the University Ombudsperson sees all categories of employees, students, families, and alumni at NIU, the graduate assistant spends the majority of her time working with undergraduates, doing outreach, and conducting research. In addition to her administrative duties, the administrative assistant works through university and Office policies and procedures. She has also been integral in assessing and improving office procedures, including keeping the rest of us (who are less-than-administratively-gifted) on task. The administrative assistant is the first person a visitor sees upon entering the Office. She sets the tone of the Office, and she is responsible for making the visitor feels as calm as possible, feel respected, and feel heard.

Individuals come to the Office with a mix of fairly simple procedural questions, as well as many complex issues that are all balled-up in a big knot. For the fairly simple procedural questions, we are an information clearinghouse for university policies and procedures. We give direction to those individuals with questions about whom they should address a concern, what office addresses a particular issue, what university policy applies, or the best ways to approach a situation.

For the individuals with the more-complex issues that resemble a big knot, our services are similarly more complex. We begin by actively listening to the concerns at hand. Then, we work to unbind the multiple issues that are knotted together so that they are in manageable pieces and are not so overwhelming. We then advise the visitor regarding the university policies that apply to each component of the issue, we work with them to develop strategies regarding the options for dealing with the issue, and we coach individuals regarding the best interpersonal communication methods to address those concerns.

When discussing options with visitors to the office, we go through the full range of options available, from the least-active, least-formal option, to informal options, to formal routes of complaint both on and off campus. We always stress the best practice of going back to the person with whom the visitor has an issue to discuss the matter first. Sometimes that is not possible, or the visitor has already attempted that unsuccessfully. In those cases, we will advise about how to move forward with other informal or formal options.

The Office of the Ombudsperson is also characteristically a practical office. If the visitor is incorrect about a university policy, or if the visitor has exhausted all formal processes to deal with the situation, we honestly assess the situation. We are really good at giving bad news. However, even in giving that “bad news,” we try to give options to the individual on how to move forward. The visitor leaves the office with an action plan in mind in order to keep moving forward.

Even though I formerly practiced law in both Illinois and Ohio, in the position of University Ombudsperson, I am not a practicing attorney. I do not represent the university or visitors to my office as an attorney. I do not give legal advice. I do not advocate for any individual or group. Instead, I work with visitors to understand policies and to develop strategies surrounding those policies so that they are empowered to advocate for themselves.

The University Ombudsperson is also tasked with identifying trends in conflict across the university

community, and informing administrators and governing bodies regarding those issues. The Ombudsperson does not have decision-making authority within the university system, is not a “reporter” for any other office, and is not authorized to receive notice on behalf of the university. However, the Ombudsperson will recommend changes to policies and procedures that can in turn improve the university community. In this way, the Office of the Ombudsperson seeks to reduce incidents of conflict and to make the NIU experience successful for everyone who works and attends school here.

### Neutrality

The Ombudsperson is a designated neutral in all matters that come to the office. According to the Ombudsperson’s job description, “As a designated neutral party, the Ombudsperson shall not serve as an advocate for any individual.” This office also complies with the Standards of Practice of the International Ombudsman Association, including the standards of Neutrality and Impartiality. Section 2 of the Standards of Practice elaborates on the concept of neutrality, stating in part:

- 2.1 The Ombudsman is neutral, impartial, and unaligned.
- 2.2 The Ombudsman strives for impartiality, fairness and objectivity in the treatment of people and the consideration of issues. **The Ombudsman advocates for fair and equitably administered processes and does not advocate on behalf of any individual within the organization.** (emphasis added).

Therefore, although I absolutely do not advocate on behalf of any individual, I can and do advocate for fair and equitably administered processes within the institution. If I receive reports that a policy is not being applied fairly, or that a new policy has been created that is not fair and equitable on its face (e.g. a new attendance policy), I will talk with the decision-maker on the creation or application of that policy to ask questions about the background of the policy or practice, to discuss the matter further, and to make recommendations on how to tweak the policy to make it more fair in order to avoid future conflict on the issue. In discussing the issue with the decision-maker, I look at the bigger picture beyond individual concerns, toward how to prevent the issue from gaining momentum and causing bigger conflicts for all involved.

### The Data

This year’s data reflects a changing institution. While the total number of cases is down (with fewer staff), the complexity of the cases has increased. Our cases are detailed as follows:

Complex cases	704
Simple Referrals	82
Policy Development	16

I continue to work to record visitors who stop me in hallways, at receptions, at meetings, at lunch, in the grocery store, etc. to discuss pending issues, even very serious concerns that take a significant amount of time to address. I have implemented a new system to better document these cases for the next reporting year so that they can be better tracked for purposes of the Annual Report. Regardless, based on a small amount of research, the NIU Office of the Ombudsperson, with one professional ombudsperson, typically sees the same number, if not more, visitors than ombuds offices at other academic institutions, even those with more professional staff. So, we do the best we can in this office to document visitors.

In addition to raw numbers of visitors, starting in October 2013, we began tracking how many times

we saw individual visitors on the same issue. Many cases are complex and take more than one contact to help the individual resolve the situation. Therefore, the numbers of visitors tends to not be a completely accurate reflection of the total time spent on visitor concerns. Out of the 704 visitors to the office with complex issues, 96 of those individuals required multiple visits. The number of multiple visit concerns broke down in this fashion:

2 visits = 33

3 visits = 28

4 visits = 15

5 visits = 06

6 visits = 06

7 visits = 03

9 visits = 04

12 visits = 01

In addition to the Office staff assisting individuals and groups, I have attended and participated in the meetings of the presidential commissions, University Council, Faculty Senate, Operating Staff Council, SPS Council, and Graduate Council throughout this year. I have also attended committee meetings regarding workplace issues and morale for operating staff and SPS, the Student Conduct Advisory Board, and the AAEC Advisory Committee. I have also been active on task forces to review and make recommendations regarding Student Conduct, and employee service requirements/abilities. Attending all of these meetings is time-consuming. However, it has been extremely helpful in getting to know the campus and the issues pending across campus in order to better advise individuals and decision-makers.

The entire Office has also been extremely active in outreach through presentations and as exhibitors at different campus fairs. We have presented to literally thousands of people through Jobs PLUS, Graduate Career and Professional Development, UNIV 101 & 201 classes, CAHC 211 instructor classes, international student orientations, different student and faculty/staff organizations, International Student Orientation, First and Second Year Experience, and with Faculty Development, Human Resource Services, and Employee Assistance. We also exhibited at the Wellness Fair, and the Half-Way There event.

The Ombudsperson also presented at the Summer Meeting of Academic Ombuds hosted at Michigan State University in 2017, and at the University of Iowa in June 2018. She also worked on the organizing committee for those meetings, as well on the Title IX and Government Action Committees for the International Ombudsman Association.

## **Trends and Comments**

### **Budget and Morale**

Morale still dominates concerns of visitors to the Office of the Ombudsperson (183 people reporting morale concerns). The budget “hangover” and talk of 700+ days without a budget is also a lead of the vast majority of conversations regarding concerns, and possible resolutions at every level of NIU. The 3% raise and subsequent union contracts did help morale improve briefly. However, ongoing budget concerns still prevent individuals and groups from moving forward on plans that they feel can greatly improve hiring, retention, programming, research, and curriculum goals.

Perpetual insecurity in all realms has taken a toll on morale, physical, and mental health of visitors to this office. For example, sixty-one people reported health concerns as an issue that prompted their visits to the Office of the Ombudsperson, as opposed to twenty-one visitors with health concerns last year. Most employees reporting health concerns explained how stress from an insecure work environment, budget stresses, vacant positions, increased work demands, fears of retaliation, etc. had caused them to have to go on medication for anxiety/depression, heart issues, and so on. Coming to this office was a “last resort” to see if the ombudsperson could help make things better.

Changes in HRS also have effects that are felt throughout campus. HRS has again had multiple retirements and resignations in key positions. Some have been refilled, and HRS is working toward a reorganization to better address the university’s needs. However, vacancies and confusion during the reorganization process, in conjunction with new policies and procedures from SUCCS, have created delays and frustrations as individual employees and supervisors have trouble completing HRS-related tasks regarding hiring and promotion (108 individuals reported issues with job classifications, 104 with job descriptions, and 160 with job duties). Each new position and promotion needs to be assessed to determine if the job is now really a part of the Civil Service System per new SUCCS rules. That coinciding with the immediate need for HRS input and action to transition employees in the outsourcing and layoff processes has caused delays in processing employment actions for many months at a time in some cases.

A full 30% of individuals contacting this office (238 individuals) had concerns about policies and procedures affecting their employment, and they sought clarity regarding those policies that they did not feel they could find elsewhere. Twenty-six percent of employee visitors to the Office reported concerns with working conditions, down from 48% last reporting year. The philosophy of doing more with less is still a common theme across campus. However, the 3% raise helped just a bit. The theme that is still prevalent despite the raise is that offices and departments have been depleted through attrition, and employees are being required to do multiple jobs for a stagnant salary, with more expensive benefits.

Despite initiatives from upper administration, employees and hiring managers are still under the impression that starting salaries are mandated to be at the lowest level for a Civil Service Classification or for SPS/Faculty salary range (instead of considering a person’s experience to bump them up in the range), and the only way to get a raise at NIU is to get a competing offer, to move Civil Service Classifications, to wait for unions to negotiate a new contract, or to leave. Automatically starting individuals at the lowest levels and requiring employees to get competing offers to get a raise is counterproductive to retention. It forces new employees to take the job at a low level of pay, but then to continue looking for something else that pays more, instead of integrating into their new role as a proud Huskie. Requiring competing offers also encourages good employees to look elsewhere instead of letting them know how valued they are here, as trusted professionals, at NIU.

Each year, this Office talks about improving morale by increasing communication and transparency. If people know what is happening and why, they can have empathy and understanding, and they are less anxious and upset. They can potentially see “the light at the end of the tunnel” instead of feeling in the dark. In addition, if they are treated as respected members of the team, who can provide valuable input, they are more likely to “buy in” and feel like true members of the community.

### **Student Concerns**

Despite being down one graduate assistant to perform student outreach again this year, students continued to be the Office's largest constituency at over 33% of the total visitors.

The Office has increased outreach through many avenues. Our graduate assistant has continued her renewed focus on outreach to UNIV 101 and 201 courses, has continued to work with the SA, and has offered presentations regarding conflict resolution to student organizations and residence halls. In addition, the Office worked with Housing to having our graduate assistant populate a "satellite office" or display in different residence halls once each week to increase visibility and accessibility.

Student concerns continue to focus on syllabi clarity (72 students reporting), students' ability to get disability accommodations (52 students reporting such issues), sanctions in the student conduct system (52 students reporting such concerns), program dismissals and attempts at reinstatement (40 students reporting), and faculty and staff unprofessionalism (183 students, faculty, and staff expressing concerns). The Office continues to proactively work with other departments across campus to attend to the needs of student in financial or other crisis.

Syllabus clarity and faculty/staff unprofessionalism are the two most disturbing trends seen this year. Some standardization to the content of syllabi beyond the minimal requirements for an ADA statement in APPM Article III, Section 3 should be considered without it being a crisis vote, or being seen as an attack on Academic Freedom. Minimal statements regarding academic misconduct, grading standards, office hours, and assignment schedules would be incredibly helpful. Both students and instructors would benefit from the clarity that a well-written syllabus provides. Students would better know what is expected of them, in addition to resources available to assist them. In addition, it would help instructors avoid time-consuming grade appeals. If syllabus clarity could be achieved by department requirements as opposed to changes in the APPM, so be it. The lack of basic information in syllabi in many areas of campus, however, is completely unhelpful.

Unprofessionalism in faculty and staff has been recognized by students as well as by other employees across campus. This issue has many layers, including employees who don't feel respected, trusted, or appreciated by the institution who then treat others in kind. The problem is that incivility begets incivility, and our students (and employees) suffer for it. Any way that we can create the expectation of civility department by department, as well as in the institution as a whole, would be helpful. It should be a basic expectation that all employees will act as professionals, and anyone who does not will be addressed. Supervisor training and consistency on this issue would help tremendously so that when students and other employees raise concerns, they are met with constructive answers and a path forward.

The administration's dedication to hiring an (increasingly diverse) faculty pool will hopefully help address some of the other concerns laid out above. In addition, this Office continues to see faculty and staff who are dedicated to working with students to make sure that they get what they need to be successful and to graduate, or to find "work arounds" to challenges.

### **Faculty and Staff**

The numbers of faculty and professional staff visitors to the Office have increased again. These numbers could be seen as a positive, or as negative for the institution. It could be that with

increased visibility and reputation across campus, employees see the Office of the Ombudsperson as a greater resource to assist them through crisis and concerns. It could also be that the work stress level (as described above) is taking a toll on our colleagues.

Despite the formation of two large employee unions in the past several years, every category of employee visitor is up this year over last year in the Office of the Ombudsperson.

	<b>2016-17</b>	<b>2017-18</b>
<b>Students</b>	250	262
<b>Faculty</b>	85	111
<b>Operating Staff</b>	92	139
<b>SPS</b>	131	168

For the second year in a row, SPS visitors to the Office well outnumber the Operating Staff visitors. Again, that increase in SPS is indicative of SPS feeling particularly insecure as the last large group of non-unionized employees on campus without civil service protections. In addition, new SUCCS rules about moving the vast majority of SPS to Operating Staff has caused increased concern and questions. The issues brought to the Office of the Ombudsperson have centered on treatment by supervisors and colleagues, including unprofessional behavior (183 students, faculty, and staff reporting), poor supervisory skills (162 employees reporting), job duties (160 employees reporting), working conditions (206 employees reporting), intimidation (107 employees reporting), and supervisor/employee relations (196 employees reporting).

Again this year, effective communication in decision-making processes and general collegiality continues to be at the core of most concerns, whether it be tenure and promotion, or office/departmental policy and interpersonal issues. In addition, the Office still regularly encounters supervisors at all levels of the university (from directors and chairs up through vice presidents and provosts) who do not feel empowered to take control of situations and remedy them in an effective manner for themselves or for their employees. EAP has begun a voluntary supervisor training program, and many on campus have high hopes for its success. However, the culture and the feeling of stagnation will not progress until supervisor training and a focus on respect, reasonableness, consistency, and collegiality is the expectation across campus. As was stated last year, the outmoded idea that the university cannot “mandate” training for its employees is not helpful in moving NIU forward in its mission for the benefit of students, employees, and the community.

As is stated each year, despite all of the challenges and frustrations, we are in control of our own behavior and our own interactions with others. If we as a collective can find a way to effectively advocate for our needs and concerns while being leaders at every level and keeping collegiality and our humanity intact, we will be better as individuals, and as an institution.

## **Data Tables**

When interpreting the data displayed throughout the following pages, it is crucial to keep the following points in mind in order to place the data in the proper context.

- These data represent the largely unsubstantiated and uninvestigated allegations of individuals contacting the Office of the Ombudsperson for assistance. They are, at best, honest singular perceptions, not the objective judgments of uninvolved parties.
- The incidents reflected in the data represent concerns presented by individuals who chose to contact our Office for advice and assistance.

Questions or comments regarding this report are welcome and may be directed to the NIU Office of the Ombudsperson.

## Appendix A

### **Ombuds Staff Outreach, Service, and Support Activities of 2016-17**

#### **Presentations by Ombudsperson or Staff**

CHANCE Orientation  
International Student Orientation  
Residence Hall Student Floor Programs  
Teaching Assistant Orientation  
Teaching Effectiveness Institute  
UNIV101/201 and Other Classes

#### **Office Outreach Activities**

Employee Wellness Fair  
Holmes Student Center Window Display  
Message on Campus TV and Electronic Message Boards  
New Faculty Forum  
New International Students Welcome Fair  
Northern Star article for Orientation Issue  
Office Flyers Posted on Campus Bulletin Boards and Buses  
Student Association Meetings  
Table Tents in Holmes Student Center Café  
Table Tents in Residence Hall Cafeterias  
Transfer Students Open House

#### **Training Sessions Provided by Ombudsperson**

Jobs PLUS student trainings  
Training re Relationships with Students, Title IX, and FERPA  
HR Workshop – *Resolving Conflict*  
HR Workshop – *The Art of Disagreeing AND Maintaining Professional or Personal Relationships*  
HR Workshop – *A Sign of a Great Leader-Hearing and Responding to Negative Feedback*  
HR Workshop – *Using Principles of Negotiation to Resolve Conflict*  
Teaching Assistant Training  
Honors Training  
Workshop – *Realistic Positivity as a Leadership Quality*

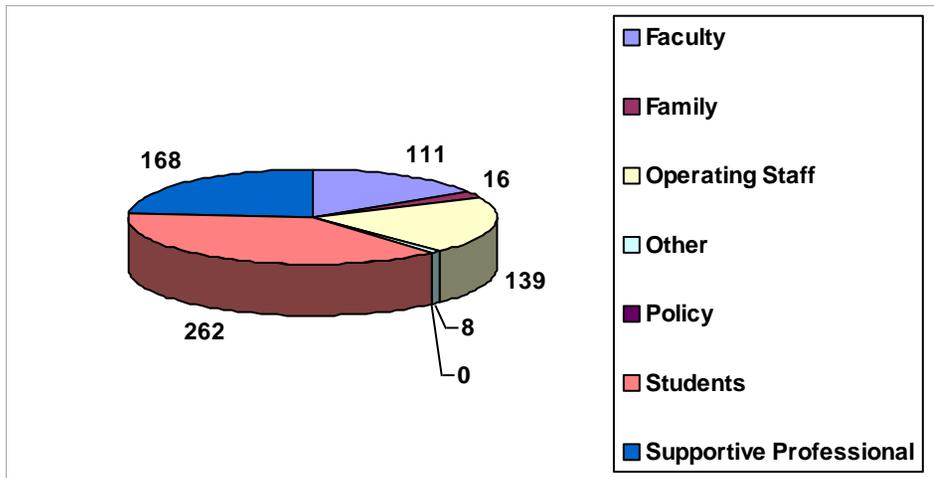
#### **Ombudsperson Service/Committees**

Affirmative Action/Equity Resources Advisory Committee

Faculty Senate  
Operating Staff Council  
Operating Staff Morale Committee  
Operating Staff Workplace Issues Committee  
Presidential Commission on Persons with Disabilities  
Presidential Commission on Sexual Orientation & Gender Identity  
Presidential Commission on the Status of Minorities  
Presidential Commission on the Status of Women  
Summer Meeting of Academic Ombuds Planning/Presenter  
Supportive Professional Staff Council  
Supportive Professional Staff Council Workplace Issues Committee  
Government Planning Action Committee – International  
Ombudsman Association  
University Council

**Table 1**  
**Status, Gender and Ethnicity of Office Contacts in 2017-2018**

<b>Status of Contact</b>	<b>Male</b>	<b>Female</b>	<b>Non-Binary</b>	<b>Trans.</b>	<b>Other</b>	<b>Unknown</b>	<b>TOTAL</b>	<b>African-Am.</b>	<b>Asian</b>	<b>Cauc.</b>	<b>Latino/a</b>	<b>Other</b>	<b>Unknown</b>	<b>TOTAL</b>
Undergraduate	59	89	0	5	0	1	154	58	12	54	6	0	23	153
Graduate	28	50	0	0	0	0	78	15	9	42	3	3	4	76
TA/GA	7	6	0	0	0	1	14	3	1	8	2	0	0	14
Student-at-Large	1	1	0	0	0	0	2	0	0	2	0	0	0	2
Former Student/Alum	8	6	0	0	0	0	14	2	0	9	0	1	2	14
Faculty (Tenured)	26	60	0	0	0	0	86	3	5	78	0	0	0	86
Faculty (tenure track-nontenure)	4	9	0	0	0	0	13	0	0	13	0	0	0	13
Faculty (Temporary)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Supportive Professional Staff	64	103	0	0	0	1	168	11	6	137	9	0	1	164
Civil Service	82	57	0	0	0	0	139	1	2	122	8	0	2	135
Family	0	16	0	0	0	0	16	3	0	12	0	0	1	16
Policy	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	5	0	0	0	0	8	0	0	8	0	0	0	8
Post-Graduate	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Faculty (Instructor)	6	3	0	0	0	0	9	1	1	7	0	0	0	9
Faculty (Adjunct)	1	2	0	0	0	0	3	0	0	3	0	0	0	3
	<b>289</b>	<b>407</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>3</b>	<b>704</b>	<b>97</b>	<b>36</b>	<b>495</b>	<b>28</b>	<b>4</b>	<b>* 33</b>	<b>693</b>



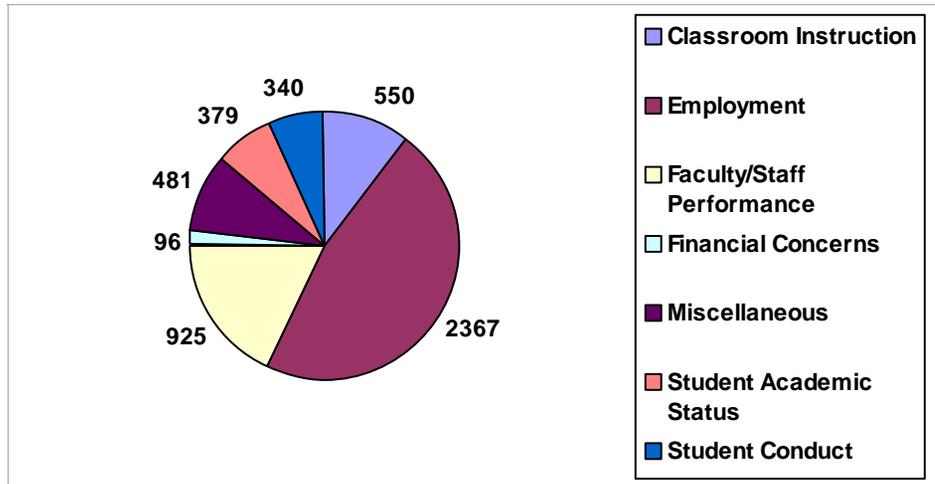
\* unable to determine via phone or email communications

\*\*does not include participants in workshops, presentations by members of the Office staff, or consultations with external entities

**Table 2**

All Issues (Primary and Secondary) Presented in 2017-2018 Sorted by Constituency\*

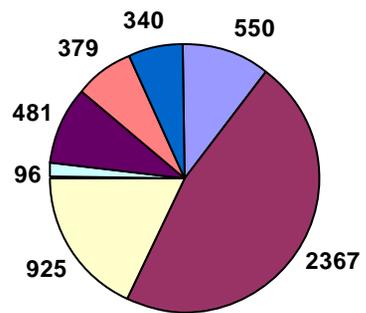
Types of Concerns	Supportive Professional Operating						
	Students	Faculty	Staff	Staff	Family	Policy	Other
Financial Concerns	63	4	26	0	3	0	0
Student Academic Status	293	32	30	11	13	0	0
Student Conduct	167	82	77	3	11	0	0
Classroom Instruction	456	38	45	2	9	0	0
Faculty/Staff Performance	247	132	213	297	33	0	3
Employment	88	383	725	1163	0	0	8
Miscellaneous	196	82	111	72	10	0	10



\*These data represent only allegations and should not be interpreted as confirmed incidents.

**Table 3**  
**All Issues Presented in 2017-2018\***

<b>Financial Concerns</b>	contracts(1), emergency funding(9), encumbrances(11), evictions(1), fees(9), financial aid(17), fines(4), insurance(2), leases(4), other(4), paycheck(1), policy issue(7), refunds(4), residency(2), scholarship(7), tuition(5), tuition waiver(8)
<b>Student Academic Status</b>	academic advising(37), Academic probation/dismissal(16), add/drop(1), admission(5), certification(1), class permits(14), class scheduling(2), clinical/student teaching course(29), comprehensive exams(3), credit transfer(3), degree/graduation requirements(54), hardship withdrawal(1), incompletes(9), medical withdrawal(5), other(3), policy issue(51), program admission(4), program dismissal(40), registration (MyNIU)(11), reinstatement(25), repeat courses(8), SAP(3), staff/hearing(12), thesis/dissertation(10), transcripts(16), withdrawals(16)
<b>Student Conduct</b>	Academic misconduct(13), alcohol(7), assault(9), battery(6), classroom disruption(23), deceitfulness(10), discrimination(3), drugs(7), due process(41), harassment(12), intimidation(15), judicial system(3), other(12), policy issue(46), residence hall misconduct(5), roommate disputes(7), sanctions(52), student conduct(50), Title IX(19)
<b>Classroom Instruction</b>	Attendance(18), Course syllabus(72), discriminatory grading(33), faculty absences(5), faculty office hours(7), final exams(13), grade appeals(65), grade change(38), grading standards(110), make-up work(20), other(7), personality conflicts(46), policy issue(51), quality of instruction(63), tutoring(2)
<b>Faculty/Staff Performance</b>	deceitfulness(68), derogatory comments(91), discrimination(41), favoritism(17), harassment(38), inaccurate advising(9), inattentiveness(81), incompetence(90), intimidation(107), other(4), retaliation(53), retention of tests/papers(6), rudeness(99), theft(1), Title IX(37), unprofessionalism(183)
<b>Employment</b>	academic freedom(5), disciplinary action(52), discrimination(19), grievance(98), harassment(14), hearing(6), hiring process(69), inadequate staffing(20), insubordination(9), job classification(108), job description(104), job duties(160), lay-off(9), merit raise(3), morale(183), other(7), payroll(2), performance evaluation(47), personality conflicts(150), policy issue(238), poor supervisory skills(162), probation(17), promotion(15), retirement(3), salary/benefits(82), separation(9), sexual harassment(6), student employment(25), supervisor/employee relations(196), suspension(7), tenure(24), termination(19), transfer(16), union(112), work schedule(67), working conditions(206), workload(97)
<b>Miscellaneous</b>	athletics(2), career advising(17), disability accommodations(52), environmental issues(3), ethical considerations(27), FERPA(16), health concerns(61), immigration issues(9), interpersonal problems(43), legal issues(61), mediation(17), off-campus housing concerns(21), on-campus housing concerns(14), other(3), parking issues(1), policy development(33), policy issue(36), privacy issues(19), records retention(3), safety issues(31), shared governance(8), transportation(3)



- Classroom Instruction
- Employment
- Faculty/Staff Performance
- Financial Concerns
- Miscellaneous
- Student Academic Status
- Student Conduct

\*These data represent only allegations and should not be interpreted as confirmed incidents