CGS Gives Ideas
On Ombudsman

The Council of Graduate Students last night decided to send to Faculty Council a detailed proposal of a suggested model of an ombudsman, a central impartial channel for complaints, Council Secretary Jean Rogers said.

CGS will also request the Faculty Council to establish an ad hoc committee which includes students, faculty and administration, to discuss the ombudsman, Mrs. Rogers said.

She said the duties of the ombudsman would be to investigate and to publicize University problems.

A resolution introduced last night suggested that the four major groups on campus—the Administration, the teaching faculty, the graduate and professional students and the undergraduate students—be asked to establish the office of ombudsman.

The resolution attempted to answer complaints, to explain, and to modify the detailed proposal introduced at the last meeting, said Jim Bode, council proposals chairman.

The purpose of the ombudsman is to maintain mutual respect, trust and admiration between all groups in the University, according to the resolution.

"Although the resolution was not actually passed, by formally moving to send it to a coordination organization we have indicated our agreement," Bode said.

In other business, Gordon Stein, education committee chairman, said there is no monthly withholding tax on the salaries of research assistants doing research for the own degree effective Jan. 1.

Stein, who heads a library investigation committee, said any complaints from grad students about the library should be sent to him by Friday.
Proposed Ombudsman Might Be Helpful

18 Jan 67

The Council of Graduate Students' has drafted a proposal to establish an ombudsman, an impartial channel for complaints, at Ohio State.

The council will present its proposal at the next faculty council meeting.

The Graduate Council reasons that in any institution the size of Ohio State "friction, misunderstanding and distrust arise." The proposed ombudsman might be able to solve some of the problems that our size insures.

The proposed function of the ombudsman would be twofold:
- He would make students and faculty aware of the established channels for helping them with their particular problems.
- He would investigate those problems too stubborn to be handled by the existing machinery and publish his findings.

It is the second function which brings to mind many problems and questions.

The proposal calls for the creation of an office with an investigator who has the power to demand any information that is pertinent to his investigation of a given complaint.

It is a point in the Council's favor that they realize people will ask: why should we have these powers; why should we trust him with these powers; and how should these powers be enforced?

The Council says that the ombudsman through the exercise of his powers, could uncover any misuse of power. More important, however, the ombudsman would dispel rumor and lessen distrust by giving public and detailed reports of his investigation.

It is suggested that the ombudsman be appointed by one of the campus groups with the advice and consent of the other three. Thus he would be accepted by faculty, administration, graduates and undergraduates.

The Council proposes that a panel of four members, one from each of the four groups, enforce the right of the ombudsman to obtain pertinent information.

It is also a point in the Council's favor that it alone is not attempting to give all the answers. It is offering only a suggested framework, a place to begin.

The proposed ombudsman would affect all four campus groups. Therefore, all segments should have a hand in drafting the final proposal.

We urge the Faculty Council to heed the request of the Council of Graduate Students and establish an ad hoc committee of students, faculty and administration to study, modify and if possible make workable the ombudsman proposal.

With the Faculty Council's establishment of the proposed ad hoc committee, faculty, administration and students might begin a new era of cooperation and understanding. They might begin to work hand in hand for the betterment of Ohio State.

And if an effective plan for an ombudsman is formulated and established, it might mean a university less plagued by misunderstanding in the years ahead.

It will take time and a great deal of study to draft an acceptable plan, if one can be drafted at all, but the university and its community stand to gain a great deal from it and they have nothing to lose.
REPORT OF THE AD HOC COMMITTEE
ON THE OFFICE OF OMBUDSMAN

Every major university is a complex operation with many people and many problems. Most problems are generally dealt with expeditiously and fairly, but a few are inevitably handled "unsatisfactorily" from at least someone's point of view. During recent months certain institutions of higher learning have considered the Ombudsman idea as a possible approach to the difficulties which arise when even a few problems are not resolved according to everyone's satisfaction.

In March, 1967, President Fawcett appointed a committee to consider the possibility of establishing the office of Ombudsman at The Ohio State University. Membership on the committee included two undergraduate students, two graduate students, two faculty members, and two administrators. The committee met regularly during the Spring Quarter, twice during the summer, and regularly all fall.

In his original letter of appointment, President Fawcett charged the committee "to consider the proposals and to make appropriate recommendations to the Faculty Council". Inasmuch as this committee was appointed after the Council on Student Affairs had presented a specific proposal to the Faculty Council regarding the establishment of the office of Ombudsman on campus, the present committee undertook a careful study of the Ombudsman concept, the conditions which might necessitate the implementation of such a concept, and the theoretical considerations involved. Following this study, these things seemed evident:

(a) A few universities have established the office of Ombudsman in recent months;

(b) Institutions of higher learning do have problems in which there is often need for consideration by some kind of "third party";

(c) A number of specific problems of this type occur regularly on this campus;

(d) Existing procedures and conceptualizations for coping with these problems on our campus should be reviewed;

(e) New procedures and conceptualizations for coping with such problems should be attempted experimentally.

In light of these observations, the present committee recommends:

(1) Systematic review of existing procedures for handling problems which arise in subunits and various agencies within the University.
(2) Consideration by the various units and agencies within the University of the possibility of establishing assessment committees.

(3) Establishment of a temporary University Assessment Committee for the next 18 months.

Each of these recommendations is discussed below:

Review of Existing Procedures:

Problems which develop within the University setting involve at least two people. In most cases, one person feels constrained or denied something, while the other person is seen as constraining or denying. Such problems are dealt with in a variety of ways.

Some are handled by individuals (e.g., professors, administrators, counselors, secretaries, etc.) as they arise. Others are funneled into a "system" which processes the problem through a series of different people according to "policy". Still others are dealt with informally by interested but uninvolved "others". Certain problems are taken outside the University and settled in court. Some problems are ignored.

Our study suggests that either one or both of two basic approaches is typically employed when a problem becomes evident. First, the person who feels constrained or denied will attempt through rational or emotional efforts to persuade the other person to modify the conditions and thereby resolve the problem (e.g., change a grade, grant a promotion, raise a salary, admit to a course, etc.). Or, the person with the problem "goes over the head" of the other person to "a higher authority". These are both appropriate and reasonable approaches. Because they are probably the most common means of resolving problems which arise on campus, those persons specifically charged with administering programs and operations within the University are urged to examine the existing procedures for dealing with problems which will arise. For example, what happens if a student complains about being closed out of a required course? What happens if a professor is denied promotion? What happens if a dean behaves arbitrarily and unreasonably in allocating monies to a department? What happens if a professor refuses to return examination papers for six months? What happens if a student is obscene and disruptive in class? Are problems such as these thoroughly and fairly considered every time they arise, and, if they are reviewed by the next higher authority, are they again thoroughly and fairly considered? Our investigation suggests that it would undoubtedly be helpful for every person and every unit within the University to examine and evaluate existing procedures for coping with problems which arise within the University setting.
Consider Establishment of Assessment Committees:

The Ohio State University and all of its various subunits is presently engaged in a major reorganizational effort. As new departments and new colleges come into being, it would seem both reasonable and timely to consider the possibility of establishing specific procedures and groups for assessing the operations and the problems which will be of concern in the days ahead. Devising formal and systematic procedures as a part of the regular operation of the various units and agencies would be a natural development right now.

Therefore, it is recommended that the Faculty Council and the Vice President for Academic Affairs encourage the formation of assessment committees in the existing and evolving collegiate units within the University.

Establish a Temporary University Assessment Committee:

As an "experimental" effort to come to grips with some of the problems which have been identified by the present committee, it is further recommended that a temporary University Assessment Committee be established and function according to the guidelines outlined below:

(a) The committee should be appointed by the President with the approval of the Faculty Council, and should include nine members: two undergraduate students; two graduate students; two administrators; and three professors.

(b) The committee should make periodic reports to the Faculty Council and a final report regarding its efforts to resolve problems which may be referred to it; to assess the University's procedures for dealing with such problems; to consider the possibility of establishing a University-wide judicial system based upon a constitution; and to determine whether an Ombudsman would be necessary and appropriate.

Lucile B. Alexander
Jack R. Frymier, Chairman
Ronald L. Harper
William A. Henley
Kenneth E. Krouse
John T. Mount
Jean M. Rogers
Jay C. Shaffer
Mr. Ronald L. Harper - 2536 Maril Ave., Colo.
Mrs. Jean M. Rogers - 496, 18th Ave., Colo.
Mr. William A. Henley - 2818 Castlewood Rd., Colo.
Mr. Jay C. Shaffer - 1945 Indiana Ave., Colo.
Professor Lucile B. Alexander
Mr. Kenneth E. Krouse, Special Assistant to the President
Mr. John T. Mount, Vice President for Educational Services
Professor Jack R. Frimier, Chairman

Ladies and Gentlemen:

As you may recall, the Faculty Council of the University, meeting in regular session on March 14, 1967, received a report and recommendation of the Council on Student Affairs relative to the establishment of the office of Ombudsman. Pursuant to receipt of this report, the Council asked that I appoint an ad hoc committee to consider the proposals and to make appropriate recommendations to the Faculty Council. I am now asking that you constitute the membership of the ad hoc Committee on the Office of Ombudsman.

It is my hope that each of you will find it possible to serve as a member of this study committee. If for any reason you cannot serve, will you please so inform this office by Thursday, March 30, 1967.

I would like to ask that Professor Frimier serve as chairman of the group and I assume that he will call an initial meeting early in the Spring Quarter.

Sincerely,

Novice C. Fawcett
President

NGF:er
REPORT OF THE AD HOC COMMITTEE ON THE OFFICE OF OMBUDSMAN

Every major university is a complex operation with many people and many problems. Most problems are generally dealt with expeditiously and fairly, but a few are inevitably handled "unsatisfactorily" from at least someone's point of view. During recent months certain institutions of higher learning have considered the Ombudsman idea as a possible approach to the difficulties which arise when even a few problems are not resolved according to everyone's satisfaction.

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In his original letter of appointment, President Fawcett charged the committee "to consider the proposals and to make appropriate recommendations to the Faculty Council." Inasmuch as this committee was appointed after the Council on Student Affairs had presented a specific proposal to the Faculty Council regarding the establishment of the office of Ombudsman on campus, the present committee undertook a careful study of the Ombudsman concept, the conditions which might necessitate the implementation of such a concept, and the theoretical considerations involved. Following this study, these things seemed evident:

(a) A few universities have established the office of Ombudsman in recent months.

(b) Institutions of higher learning do have problems in which there is often need for consideration by some kind of "third party".

(c) A number of specific problems of this type occur regularly on this campus.
(d) Existing procedures and conceptualizations for coping with these problems on our campus should probably be reviewed.

(e) New procedures and conceptualizations for coping with such problems should be attempted experimentally and through

In light of these observations, the present committee recommends:

1. Systematic review of existing procedures for handling problems which arise within departments, within colleges, and within the University in all units and various agencies.

2. Consideration by the various units and agencies within the University and by the Council on Student Affairs of the possibility of establishing assessment committees.

3. Establishment of a temporary Board of Assessors for the next 18 months.

Each of these recommendations is discussed below.

Review of Existing Procedures: Problems which develop within the University setting always involve at least two people. In most cases, one person feels constrained or denied in some way, while the other person is seen as the constraining or denying. Such problems are dealt with in a variety of ways.

Some are handled by individuals (e.g., professors, administrators, counselors, secretaries, etc.) as they arise. Others are funneled into a "system" which processes the problem through a series of different people according to "policy." Still others are dealt with informally by interested but uninvolved "others." Certain problems are taken outside the University and settled in court. Some problems are simply ignored.

Our study suggests that either one or both of two basic approaches are typically employed when a problem becomes evident. First, the person who feels constrained or denied will attempt through rational or emotional efforts to persuade the other person to modify the conditions and thereby resolve the problem (e.g., change a grade, grant a promotion, raise a salary, admit to a course, etc.). Or, the person with the problem "goes over the head" of the other person to "a higher authority." These are both appropriate and reasonable
problems which arise on campus, those persons specifically charged with administering programs and operations within the university are urged to examine the existing procedures for dealing with problems which will arise. For example, what happens if a student complains to a department chairman about being closed out of a required course? What happens if a professor is denied promotion? What happens if a dean behaves arbitrarily and unreasonably in allocating monies to a department? What happens if a professor refuses to return examination papers for six months? What happens if a student is obscene and disruptive in class? Are problems such as these thoroughly and fairly considered every time they arise, and, if they are reviewed by the next higher authority, are they again thoroughly and fairly considered? Our investigation suggests that it would undoubtedly be helpful for every person and every unit within the university to examine and evaluate existing procedures for coping with problems which arise within the university setting.

**Consider Establishment of Assessment Committees:** The Ohio State University and all of its various subunits is presently engaged in a major reorganizational effort. As new departments and new colleges come into being, it would seem both reasonable and timely to consider the possibility of establishing specific procedures and groups for assessing the operations and the problems which will be of concern in the days ahead. Devising formal and systematic procedures as a part of the regular operation of the various units and agencies would be a natural development right now. If the Council on Academic Affairs could find a way to incorporate the potentiality of assessment into their thinking as they work with various evolving new units within the university, they might be able to encourage considerations along such lines. Therefore, it is recommended that the Faculty Council and the Vice President for Academic Affairs encourage the formation of assessment committees in the existing and evolving collegiate units within the university.
Establish a Temporary Board. As an "experimental" effort to come to grips with some of the problems which have been identified by the present committee, it is further recommended that a temporary Board of Accessors be established and function according to the guidelines outlined below:

(a) The Board should be appointed by the President with the approval of the Faculty Council, and should probably include about nine members: two undergraduate students; two graduate students; two administrators; and three professors.

(b) This Board should make periodic reports to the Faculty Council and a final report regarding its efforts to resolve problems which may be referred to it; assess the University's procedures for dealing with problems; consider the possibility of establishing a University-wide judicial system based upon a constitution; and to consider whether an Ombudsman would be necessary and appropriate, after these considerations and experimental efforts, had been attempted.

Ludlum B. Alexander
Jack R. Fradon, Chairman
Ronald L. [Name]
William A. Henley
Kenneth E. Krouse
John T. Mount
Jean M. Rogers
Jay C. Shaffer
OFFICE OF UNIVERSITY OMBUDSMAN

A. General

I. It is recommended that the Office of University Ombudsman be created with two main functions:

1. To receive and attempt to resolve the individual grievances of all members of the academic community.

2. To recommend procedural and systems changes within the University in order to relieve frustration and to keep grievances to a minimum.

II. There should be a single University Ombudsman with appropriate space and staff. He should not have authority to take disciplinary action, reverse decisions, or circumvent existing rules and procedures and will supplement, not replace, other means of redress for grievances. He should have access to all officials, offices and files. He should make periodic reports to the university community.

B. Selection

I. A single university Ombudsman should be selected through a system incorporating a wide range of university representation.

II. The Ombudsman should know the University well and have been in consecutive residence appointment for a minimum of six years. The position should be a full-time, 12 month contract appointment for a three-year term with evaluation of each term and reappointment permissible.

III. The Ombudsman should be appointed by the President upon the approval by the Board of Trustees from among a panel of three candidates presented by the Advisory Committee on Campus Grievances.
C. Advisory Committee on Campus Grievances

I. The Committee should be a standing university committee composed of ten (10) members as follows:

1. The Faculty Council to select two faculty members.
2. The Student Assembly to select two student members.
3. The Council of Graduate Students to select two graduate student members.
4. The Ohio State Alumni Association to select two alumni members.
5. The President of the University to select the two administrators.

II. The term of office shall be two years with overlapping terms. For purposes of implementation, one half of those members in each category will be selected for one year on first appointment.

III. The Committee will meet at the call of the President of the University only for the purpose of selecting a panel for Ombudsman, to make a reappointment recommendation, or review a term of office. The Committee will meet at the call of the University Ombudsman only to serve him as an advisory group.

D. Implementation

The President should announce the concept of Ombudsman and secure the creation of the Committee to present a panel of candidates with the expectation of creation of the office effective October 1, 1970.
Ombudsman
Wins OSU
Faculty OK

By CHARLES FENTON

Final wording of a rule to set up a university ombudsman passed Faculty Council at Ohio State University Tuesday, despite strong opposition of the undergraduate student government president and some faculty members.

Stephen P. Kling, president of the undergraduate student government, charged administration proponents of the ombudsman idea had not consulted students and had tried to railroad the proposal through Faculty Council.

"The administration is simply unable to create an ombudsman with sufficient power and authority," Kling said. "The climate on campus is such that an ombudsman will not function effectively."

One ombudsman, even with an adequate staff, would be unable to cope with the volume of complaints that might be lodged by the entire university community, Kling charged.

FRANCIS L. Ulley, professor of English, moved to table the new rule until a committee could meet with students to discuss it. Ulley's motion was defeated 27-23.

Members present—fewer than 60 of the 86-person council—then voted to send the ombudsman rule to the Sept. 10 Board of Trustees meeting for final action.

ASKED TO comment on Kling's charges, OSU President Novice G. Fawcett said he was not persuaded by the student government president's logic.

He charged that Kling seemed to want an ombudsman who would be a captive of student power to override the university.

CLAIMING TO speak on behalf of 190 other faculty members, Gideon Fraenkel, professor of chemistry, asked the council to go on record as opposed to the $24 yearly increase in faculty parking fees approved by trustees in July.

Fraenkel said the university should bear the cost of faculty parking as an ordinary business expense and should guarantee spaces for all faculty members.

James A. Robinson, vice president for academic affairs and provost, said it was an embarrassment to discuss such a faculty demand when the university was faced with more important issues.

The parking issue was defeated by voice vote.
More OSU Campus Unrest Hinted

By NED STOUT
Of The Dispatch Staff

A student leader Tuesday hinted to the Ohio State University administration and faculty that campus disruptions may resume, after the fall quarter begins Sept. 30, if OSU trustees approve a proposal to create a post of university ombudsman with no real power.

Despite the objections of Stephen P. Kling, liberal arts junior from Glenarm, Md., and president of the Undergraduate Student Body, the OSU Faculty Council recommended the ombudsman be authorized by the trustees.

ESTABLISHMENT of the post was recommended to the Faculty Council a week ago by OSU President: Novice Fawcett.

A Swedish word, meaning "a representative man," the person so designated would:

"Receive and attempt to resolve individual grievances of members of the university community (excepting classified civil service employees) ... and to recommend procedural changes within the university ... (He) shall have access to all administrative officials of the university and to all university records, including those of faculty members.

"HE WILL not have authority to take disciplinary action, reverse decisions or circumvent existing ... rules and procedures. He shall supplement, not replace, other means for redress of grievances."

Robert L. Bates, chairman of the faculty council's rules committee which formulated the rules change recommendations, said the ombudsman would rank "immediately after the president's cabinet and before the principal administrative officers.''

Kling, a week ago, stalked out of a faculty council meeting which approved the ombudsman concept. "I walked out... in anger and frustration... I had anticipated a new commitment to seek the opinion of students..."

KLING ACCUSED Fawcett and other administration officials of "systematically and repeatedly misrepresenting its position... showing a lack of respect for students (who have been) ignored and deceived."

The student leader warned that an ombudsman, without real power, would become bogged down in petty matters and would "provoke hostility toward the administration" on the already tension-filled campus.

Fawcett, saying he would "respond briefly" to Kling's assertions said: "My memory of interviews with student leaders does not exactly coincide with his... We've been working on this concept for quite a long period.

"NO ONE SAID to the student government that it would be the final authority... My concept of what he (Kling) wanted was (an ombudsman) captive of student power to overrule the administration...

"What is proposed here is someone who is not a captive of the students, the administration, the faculty or the alumni."

In a head-count tally a motion to defer action on the ombudsman proposal until the faculty council's full membership returns from summer vacations and conferences with student leaders could be held lost 25-20.

CHALLENGED BY Kling, Fawcett ordered a secret-ballot on the question and the tabling motion lost 27-23.

The council went on to forward the rule changes to the trustees' Sept. 10 meeting. Hopeful, Fawcett said, of getting "the new system in operation by early October."

Also approved by the council, subject to trustees' action, was the establishment of an advisory committee on campus grievances.

THE COMMITTEE would meet at the president's request, form a panel from which an ombudsman may be chosen (the ombudsman must have had a resident appointment at OSU for at least six years), and serve as an advisory panel to the ombudsman.

The faculty council, student assembly, council of graduate students, the alumni association and the president each has two appointments to the grievances committee. Named to the committee are:

Walter A. Fotheringham, speech professor, and Jaques Kaswas, associate psychology professor -- faculty council.

KLING AND MISS L. Lee Walker, student body vice president -- student assembly.

Mrs. William Rogers, graduate student in English, and Dorothy Blackley, graduate student in education -- graduate council.

John Bowen, state senator, and Charles Arganbright, chairman of the student loan fund -- alumni.

ROBERT SMITH, OSU vice president for development, and Clarence Cole, dean of the College of Veterinary Medicine -- Fawcett.

In other actions, the faculty council voted, without dissent, to ask trustees to approve adding three student members each to the Research Council and the Council on Academic Affairs.
**Wanted: one ombudsman**

By BONNIE SCHWARTZ
Lantern Assistant City Editor

A campus-wide search has begun to find candidates for the newly created position of ombudsman.

The ombudsman's main duties will be to help resolve student and faculty grievances and to recommend changes in the university's operations.

The post and a new Advisory Committee on Campus Grievances, were approved by the Board of Trustees on Sept. 10 following prior approval by the Faculty Council.

The 10-man grievance committee is currently screening nominations for the ombudsman post and will present three nominations to President Fawcett who will make the final selection.

Additional details of the procedures for the new office will also be handled by the committee.

More than 80 nominees have already been proposed for the post, according to L. Lee Walker, vice president of the undergraduate student government and committee member.

Students are also being urged by the committee to submit their nominations for the post. Nominations can be taken to Room 306 of the Ohio Union until the Oct. 12 deadline. A form for nominations will also be run in Monday's Lantern.

"We need a person who is positive, tactful, empathic, patient, discreet, tough and concerned about this university," Miss Walker said. "The only general requirement is that the nominee have six years of experience at Ohio State."

The committee hopes to make their recommendations to President Fawcett by November 1, Miss Walker said.

Members of the grievance committee in addition to Miss Walker are Clarence R. Cole, chairman and dean of the College of Veterinary Medicine; Wallace C. Fotheringham, professor of speech; Stephen P. Kling, president of the Undergraduate Student Government; Mrs. Jean Rogers, graduate student; Dorothy T. Blakley, graduate research associate; Charles E. Arganbright, vice president of City National Bank; John W. E. Bowen, attorney-at-law; and Robert G. Smith, vice president for University development.

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**OSU Selects Ombudsman**

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Richard H. Armitage, former dean of Ohio State University's Graduate School, has been nominated as the university's first ombudsman.

The appointment by OSU President Fawcett is expected to be approved Friday by the university's Board of Trustees and is to become effective as soon as possible after Jan. 1, Fawcett announced.

Armitage, 52, is provost and dean of faculties at the University of Missouri in Kansas City. He went to the Missouri job only last July after 22 years as an OSU faculty member and seven years as Graduate School dean.

ARMITAGE WILL earn $27,700 annually as OSU ombudsman, the same pay he received when he left OSU five months ago.

A function of the 'ombudsman's office will be to receive complaints from stu-
Armitage tapped as OSU's first ombudsman

By VICKI SCHMITZ
Lantern Contributing Editor

The University's first ombudsman will be Richard H. Armitage, former dean of the Graduate School, upon approval of the Board of Trustees at its meeting Friday.

Armitage resigned as dean of the Graduate School in July to become provost and dean of faculties of the University of Missouri-Kansas City.

His appointment was made Tuesday by President Fawcett and the trustees are expected to ratify the appointment.

Armitage was one of three nominees of the Advisory Committee on Campus Grievances which conducted the search for an ombudsman.

The ombudsman will act as a sounding board for campus grievances from members of the University community—students, faculty or staff and recommend changes in the University as determined by his experience, University officials said.

"An ombudsman is the only vehicle that might break through the kinds of barriers that exist inevitably on a large campus. People in the regular line of things don't have time to look into depersonalization," Armitage said Tuesday.

Armitage joined Ohio State's faculty in 1941 as a Spanish instructor and became dean of the graduate school in 1963.

Armitage said he will come back to Ohio State as ombudsman "as soon as possible after the first of the year."

"I am pleased he (Armitage) has agreed to return to Ohio State University in this position," Fawcett said.

"He brings with him great knowledge of the workings of this institution and has, during his association with the University, gained a reputation among students, faculty and administration for fairness and personal integrity."

Armitage said in a telephone interview that he left Ohio State because he didn't like being dean of the Graduate School. He said his return was a "call back" by students and faculty.

Fawcett said he consulted with John Weaver, president of the University of Missouri, before he made the appointment. Weaver is a former Vice President for Academic Affairs at Ohio State.

Armitage said his office will be in the Ohio Union and he will teach freshman and sophomore Spanish while he is ombudsman.

Although the committee conceived the job of ombudsman as a full-time job, Armitage said he doesn't feel his teaching will hinder him.

"Since the University is devoted to learning, it is incumbent to be involved in the regular job of teaching," Armitage said.

The whole question is how a large university such as Ohio State can keep graduate programs at a high level and still improve undergraduate programs," he continued.

"Good teaching must be identified and rewarded; students must be identified as individuals and identify with the faculty."

Armitage was among three finalists selected by the advisory committee from 113 nominations received from the campus community.

The committee unanimously chose three finalists Oct. 16. Harry R. Blaine, assistant professor of labor education, and George R. St. Pierre, professor of metallurgical engineering, were named in addition to Armitage.

The 10-member advisory committee, representing faculty, undergraduate and graduate students, alumni and administration is: Wallace C. Fotheringham, professor of speech; Jaques W. Kaswan, professor of psychology; L. Lee Walker, vice president of undergraduate student government; Stephen P. Kling, president of undergraduate student government; Jean Rogers, graduate English student; Dorothy T. Blakley, graduate research associate; Charles E. Arganbright, vice president, City National Bank; State Sen. John W. E. Bowen, an attorney; Robert G. Smith, vice president for University development; and Clarence R. Cole, dean of the College of Veterinary Medicine and committee chairman.
OSU's many reels of red tape to be cut by new ombudsman

By VICKI SCHMITZ
Lantern Contributing Editor

You just got your schedule cards back—closed out of economics for the sixth time. Sure you can still get into beginning Swahili, but you need econ to graduate.

The blood rushes to your head. Your schedule card is mangled in your clenched fist.

What can you do? The registrar can't help you—he just counts who signs up for what; your counselor can't help you—he just checks that you sign up for the proper courses. Even President Fawcett is helpless against the crush of thousands of students rushing into econ every quarter.

Go to the ombudsman.

Ohio State's new ombudsman, Richard H. Armitage, will be in his Ohio Union office early Winter Quarter to try and save Ohio State's faculty and students from the University and themselves.

For years Ohio State students have felt powerless against the University bureaucracy—the reels of red tape and myriad administrative offices befuddle even the most experienced string-puller.

The ombudsman, experienced in University channels, will act as a traffic policeman, directing problems to the right person, clipping the red tape whenever possible.

"Some people describe the ombudsman as 'Mr. Clean,' others describe him as a Christian Science practitioner. I think it's a challenge—it will be interesting to see if it can work," Armitage said.

The idea of an ombudsman dates back to 1809, when Sweden's constitutional monarchy created the office of 'justice-ombudsman' ('citizen's protector'), a position which is still effective today in that country.

This year Ohio State joins ranks with nearly six dozen other colleges which have adopted the ombudsman concept to personalize the modern "multiversity."

The ombudsman office was approved by Faculty Council Sept. 1 and received Board of Trustees approval Sept. 10.

A 10-member Advisory Committee on Campus Grievances, composed of representatives of faculty, undergraduate and graduate students, alumni, and administration, began screening ombudsman nominations in mid-September.

The committee received 113 nominations, including two graduate students and one professional student.

Several women and blacks were also nominated, according to Clarence R. Cole, dean of the College of Veterinary Medicine and committee chairman.

The committee met 14 times in formal meetings—"meetings of long hours of hard deliberation, with up to six hours in a continuous session," Cole said.

After the initial screening, 40-50 persons remained, said Robert G. Smith, vice president for University development and committee member.

Smith said the task of selecting the three finalists was not easy, but after the committee had researched the nominees, the final selections "seemed very obvious."

"While all selected nominees could have functioned effectively as ombudsman, there was no similarity among any of them," he said.

Those nominees of "high qualifications" were then personally interviewed by the whole committee. The three finalists were selected from this group.

The committee recommended the three persons to Fawcett who also interviewed each one, and made his selection of Armitage Tuesday.

Armitage's appointment is expected to be ratified by the Trustees Friday.

The office of ombudsman has a term of three years with a salary comparable to a dean, Smith said.

The committee set no guidelines for the new job of ombudsman, but hopes to talk with Armitage as soon as he takes office, he said.

"The consensus of the committee was that the ombudsman is not a panacea, but a catalyst and hopefully working to supplement the work of many others," Smith explained.
First ombudsman knows problems of the University

Richard H. Armitage, the University's first ombudsman, appears to be adequately qualified for the post. He has a good reputation among his colleagues and is known to be considerate of students and their problems.

Armitage began his career at Ohio State in 1941 as a Spanish instructor. In 1963 he was appointed Dean of the Graduate School, a position which he held until July of this year when he left Ohio State to become provost and dean of faculties at the University of Missouri, Kansas City.

As a man who is familiar with the problems and frustrations at Ohio State, he is acquainted with the volumes of red tape which are involved in solving student problems.

Through his years of experience at Ohio State he has become knowledgeable in dealing with University affairs and knows the best sources for students to consider in solving their problems. President Fawcett said of Armitage: "He brings with him great knowledge of the workings of this institution and has, during his association with the University, gained a reputation among students, faculty and the administration for fairness and personal integrity."

With these qualifications the man steps into a position which on paper appears to be highly beneficial to the University. His duties will be to act as a traffic policeman for students — directing problems to the right source and clipping University red tape wherever possible.

The position can be effective in helping students, if Armitage is given the power to carry out these duties which look so good in print. If, however, he is hemmed in by University procedures himself and limited in his ability to make constructive progress for students, his position will become irrelevant.

As it stands now, the ombudsman can truly be a plus for the University if he gets cooperation from deans, administrators and the students. If, however, the University community fails to cooperate with the ombudsman he will become merely a figurehead and an added frustration to students, faculty and administrators.

Armitage is the man for the job because of his experience and character. He can do the job for the University. If he is effective students will not be the only ones to benefit as the solution of the student's grievances also will solve many of the problems for the administration. Everyone can come out ahead if the ombudsman's position looks as good in practice as it does on paper, just as everyone will be hurt if the duties go no further than the written word.
Opening day set for ombudsman

By SUE GILLER  18 Jan 71

The University's first ombudsman, Richard H. Armitage, will open his Ohio Union office Tuesday in an attempt to "personalize the modern multiversity."

An ombudsman's function is to solve "the problems of bigness that are inherent in a large university," Armitage said in an interview.

Armitage left Ohio State as dean of the Graduate School in July 1970 to become provost and dean of faculties of the University of Missouri at Kansas City.

He said his return to Ohio State was prompted by the "challenge of the job."

"Some people describe the ombudsman as 'Mr. Clean.' Others describe him as a Christian Science practitioner," Armitage said. "But actually his function is to review grievances and try to find their sources."

The ombudsman is someone outside the press of University business who can take time to stop and see where change is needed, he said.

He said his office, located in Ohio Union Room 340 will accumulate statistics on grievances to keep track of major problems.

Arbitary and untenable actions will be expose through complaints and "will be a threat and automatically provide for a change" in areas of injustice, he said.

One problem with the post, Armitage said, is that "people expect too much."

But he also said he thinks the post carries the power to facilitate change through logical recommendations, publicity and any evidence gathered.

Armitage was on campus a few days during the past two weeks and talked to about 20 students. He said the major problems discussed were grades, the pariental rule, incorrect fines for late registration and closed course.

He said the students were referred to the sources of the complaints for further discussion. Armitage said he plans to refer those with complaints directly to the person who can correct the problem, not merely to the office involved.

Armitage's appointment as ombudsman was ratified by the Board of Trustees on Nov. 6. President Fawcett selected Armitage from three names submitted to him by the Advisory Committee on Campus Grievances.

The 13-man grievance committee, composed of faculty, graduate and undergraduate students, alumni and administrators, screened 113 nominees for the post before recommending three to Fawcett.

Armitage said the method of choosing the ombudsman was good because the many factions of the University had input in the decision.

Armitage has also employed an assistant, Janie Cox, presently an administrative assistant in the Graduate School, to handle the anticipated rush of complaints.
Armitage optimistic; calls new ombudsman job 'fun'

By MARY WEBSTER 20 Jan 71

"Fun!"

That was how the University's first ombudsman reacted to his first day on the job Tuesday.

But, cautioned Richard H. Armitage, who took a $200-a-month pay cut when he accepted the job, "I can see frustrations emerging."

Armitage, who left Ohio State as dean of the Graduate School in July 1970 to become provost and dean of faculties at the University of Missouri, returned to take office in room 340 of the Ohio Union to "help Ohio State solve its problems."

For most of the day, he listened to student and faculty grievances ranging from closed courses to the question of what might be done to teachers who don't meet their classes.

"Maybe the honeymoon will be over in a few weeks, but so far everyone has been cooperative," Armitage commented as he related a plight of a student whose grades had been withheld for failure to pay a fine which he had paid.

"I merely made a few phone calls to discover where the mix-up occurred and think I've gotten the problem straightened out," he said.

Armitage then told of a student who implied the ombudsman was merely a puppet of the administration, no more than a public relations man to gloss over the shortcomings of the administration.

That is a common complaint leveled against an ombudsman, he said.

"That's one reason the door to room 340 will always be open," he commented as he glanced over his shoulder to make sure it was indeed open.

Armitage's concern over the open door was easily explained. It seems a faulty door stop had been causing trouble throughout the day.

Though Armitage could not say how many grievances he handled on his first day, he said most cases dealt with persons unaware of the channels for appeal.

"There should be someone to tell them," he said.

And that someone is the ombudsman, according to Armitage, who views his job as a means for solving the problems of bigness inherent in a large university.
Dorm complaints top list of gripes to Ombudsman

By ROBERT SPECTOR 9 APR '71

Complaints about dormitories heads the list of grievances received by Richard H. Armitage, ombudsman for the University.

The majority of the complaints about dormitories, said Armitage, are about the poor quality of the food, the open hours policy and the way damages are assessed at the end of the year, especially at Lincoln and Morrill Towers.

Armitage has investigated some of the charges about the dormitories. The reports have been turned over to the proper authorities and changes suggested are being considered.

The position of ombudsman was created during Fall Quarter.

Students may bring complaints concerning the University to the ombudsman. His power is limited to recommendation and investigation.

Power to subpoena
The ombudsman has the power to subpoena records, refer persons who lodged the complaints to someone who has power to correct the situation, and to publish the results of his investigation to prompt action if none is being taken.

"Students come to my office when they have no other recourse," Armitage said.

Armitage said he sees no need to have corrective power since it allows him to be more objective in his approach to problems.

"If I had any power to correct the wrongs I uncover, I would just be the alter-ego of President Fawcett," Armitage said.

Armitage has been a member of the Ohio State faculty for 25 years, including seven years as dean of the Graduate School. He returned to Ohio State from the University of Missouri, at Kansas City, when President Fawcett asked him to return to fill the position of ombudsman.

"I returned because I felt there was a great need for this type of office at Ohio State. I felt that I could handle this challenging position," Armitage said.

May prevent trouble
Armitage said he thinks his office will play a major role in preventing trouble this quarter.

"The University due to its size is very insensitive to the students as individuals," he said. "My office gives them a place to complain with reasonable assurance that I will investigate and do everything in my power to see that the situation is taken care of."

"This office is a major step forward in bridging the communication gap between students and administrators," said Armitage.

He praised the students, saying, "Students have much more patience and forbearance than most people will credit them for, especially considering the impersonal treatment they receive at the University."

Armitage discusses ombudsman's role

By MIKE FENDERBOSCH 16 APR '71

An ombudsman is essentially a high-level officer who has to deal with and influence people at high levels, according to Richard Armitage, University ombudsman.

Armitage, who filled the newly-created post in January, 1971, explained his office to a group of students at the Newman Center Wednesday night.

Armitage described himself as a "sounding board and traffic director whose sole job is to receive and act on complaints."

He pointed out that some people have the concept that an ombudsman is a cure-all for everything in the University, but this is not true, he added.

problems will concern the quality of professors and teaching.

"Students will raise these questions and something will have to be done," he said.

Since taking the post, Armitage said he has received more complaints concerning the service departments of the University than academic departments but this is now changing as more people find out about the office.

"Right now I don't want to get involved in non-academic issues, but I hope to later on when the office expands," Armitage said.

He stated it was too early to point out any significant changes made by his office, but students are being helped.

The only weapons Armitage has as ombudsman are those of reporting, criticism, persuasion, and publicity, he said. The only real power he has is to suggest and point out what should be done about a grievance.

"I must listen to faculty, students and everyone to get a sense of what's going on. I like to keep a box score of what is happening," he said.

Armitage explained it is important to recognize a pattern in grievances after which he can prepare an accurate report.

An example of a pattern of grievances he receives is the sophomore housing rule: its justification, and what students can do to get out of it.

An ombudsman is always facing new problems, but in the next year Armitage said one of the most pressing
Richard Armitage, bureaucratic bugbear for student problems

By Gerry Bruder

Some call him Mr. Clean, others a Christian Science practitioner. "But the description I prefer," says Richard Armitage, "is bureaucratic bugbear. I'm constantly bugging officials, both on and off campus, to act on a tremendously diverse array of complaints."

As the University's first ombudsman, Armitage is responsible for listening to and attempting to resolve any grievance or complaint brought to him by any of the University's more than 50,000 students and faculty members.

Armitage has reviewed some 100 complaints a month since he assumed the position of ombudsman in January. Eighty-five to 90 per cent were lodged by students, and the majority of the complaints involved services rather than academic departments.

Answering service

Complaints about dormitories were most common and concerned the quality of food, open hours policies and assessment of damages at the end of the academic year. Other frequent complaints involved parking facilities and problems concerning registration.

"I expect the number of complaints to rise this year," Armitage said. "Last year, my phone numbers were not listed in campus directories, and many students were not familiar with my office. Also, we expect to provide a 24-hour automatic answering and recording service beginning early Autumn quarter."

He says that although he must review a wide variety of complaints, he has little power to effect corrective action. His principal weapons, he says, are persuasion, publicity, criticism and investigation.

No decision maker

He adds, however, that he does not regret the lack of corrective authority because his absence permits him to be objective and assures complainants that he is a mediator rather than a decision maker; a defense attorney, he notes, does not reserve the power to decide innocence or guilt.

Armitage, who was dean of the graduate school for eight years, says he does occasionally make authoritative decisions if a third party with that privilege defers it to him. "Usually," he says, "I refer the person or persons lodging the complaint directly to the officer with corrective authority; quite often, the complainant simply doesn't know where to go. However, I can subpoena records, if necessary, or publicize complaints to prompt action. Also, I may report complaints to the grievance board, which comprises two students, two alumni and two staff members."

Assured anonymity

Armitage spends a great deal of time in conference with persons accused by complainants and with officials who are in a position to redress grievances. He says he enjoys cooperation in almost all instances and that most are eager to solve problems in a rational manner.

"Some problems, though," Armitage admits, "are extremely touchy. For example, some students want to play radios and record players in the dorms. Others demand quiet for study purposes. Establishing an equilibrium which will satisfy everyone in such a situation requires understanding, agreement and give and take from all concerned."

He says he will discuss all complaints, regardless of their nature, and adds that complainants will be assured of anonymity if they so request.

Sheep dog sorrows

One of the varying complaints Armitage has resolved concerned a sheep dog which was not housebroken. The wife of the dog's owner had sold the animal in desperation to another student in her husband's absence. The husband filed a complaint with Armitage, who persuaded the dog's new owner to return the animal. On Armitage's advice, the husband agreed to take emergency steps to housebreak the dog.

Another complaint was lodged by a student who was arrested, eight months after the fact, for alleged participation in the campus disturbances in May 1970. Armitage convinced Columbus officials that the charges should be dismissed.

Occasional failure

An honor student who was denied her Spring Quarter schedule cards because of unpaid sorority bills also received help from Armitage when he convinced administrators that non-academic financial difficulties should not interfere with a student's education.

Occasionally, however, Armitage is unsuccessful in providing assistance. Last winter a student filed a complaint that the registrar's office would not permit her to drop an incomplete course. On investigation Armitage discovered that the student had begun the course two months earlier and that at the time her instructor had, in vain, urged her to withdraw. The registrar's office was adamant in insisting that the course remain a part of the student's permanent academic record.

Parital regulations

Many freshmen who wish to leave the dorms for other housing arrangements are frustrated in their attempts to do so via Armitage's office. Armitage explains that under the University's parital regulations, a minor freshman student is required to reside in dormitories.

Armitage's task of reviewing these and dozens of other complaints is facilitated through the help of his assistant Janie Cox, formerly a graduate school administrative assistant.

"Basically," she says, "I'm a secretary. But when I can handle a complaint myself and thus relieve Mr. Armitage's workload, I do so."

Adding attorney

Miss Cox says that Armitage will need additional help if the number of complaints jumps this academic year. The services of legal counsel may someday be included, she says, since Armitage spends part of his time representing students in court.

She described Armitage as "a patient, sensitive, committed man who will give up his lunch hour and his whole day, if necessary, to provide help for someone."

Others also speak highly of Armitage.
their problem, while 22 per cent said his role was of some importance.

On the importance of the office to the campus community, 52.3 per cent of those questioned labeled it essential, while 23.4 per cent said it was very important.

Eighty-two per cent of those questioned said they would recommend the office to others while 85.6 per cent said they would use the office again.

President Fawcett, who selected Armitage from a list of three nominees submitted to him by the Advisory Committee on Campus Grievances after that committee reviewed 113 potential candidates, explained his selection:

"He brings with him great knowledge of the workings of this institution and has, during his association with the University, gained a reputation among students, faculty and the administration for fairness and personal integrity."

Those using the office are satisfied with his work, according to research done by a graduate student in sociology. Of 200 questionnaires sent to those who sought Armitage's help during his first four months in office, 111 were returned. Of those whose grievances were completely resolved, 63.6 per cent said Armitage played a major role in solving
In first annual ombudsman report

Police review is urged

By Kathy Zinser  29 Oct 71

A review commission to examine the policies and performance of the University Department of Public Safety is one of a series of recommendations made by Richard Armitage, University ombudsman, in his first annual report to faculty and staff.

The report covered the ombudsman's activity for the six-month period from January to July, Armitage said.

"There is a need to dispel rumors of harassment, entrapment, inhumane treatment and violation of civil liberties. Our own view is that the creation of a review board will serve to reduce misunderstanding and resultant tension in the minds of many campus citizens," he said.

Armitage emphasized that it appears that any potential problem with the safety department is a "communications problem."

He said the quickest way to dispel rumors about the department is to "let the truth be known."

After having served less than a year as University ombudsman, Armitage said he has acquired an understanding "of what problems need attention and are apparently the greatest sources of dissatisfaction."

Armitage also proposed in his report that the College of the Arts and Sciences consider offering an optional baccalaureate program like the innovative Bachelor of Liberal Studies program adopted by the faculty of the College of Humanities.

Other recommendations in the ombudsman's report included a proposal to cut the number of credit hours required for bachelor's degrees from 196 to 180.

"What, after all, is so sacred about the longstanding 196-hour minimum?" he asked.

Several recommendations reflected Armitage's concern over high fees at the University.

He urged the University to eliminate most special course fees.

Armitage said the assessment of these special fees raises tuition above the levels publicized in the media, thereby raising questions in some people's minds as to the legality of such fees.

Armitage expressed hope that his first 16 recommendations will be considered by the appropriate University authorities.

Explaining the methods of operation in the office of ombudsman, Armitage said his office not only schedules appointments but tries to provide prompt attention to the problems of those who come to his office without an appointment.

He stressed that funds have been allocated to establish a 24-hour recording telephone-answering service which will expand the office's operation.

Between Jan. 4, when the office was open, and June 30, 420 student grievances were filed. Some of the cases involved groups of as many as several hundred people, Armitage said.

Of the 420 students, 206 had problems in academic areas and 214 had non-academic problems.

The greatest percentage of academic grievances fell into the category of programs and grades, the report showed.

In the area of non-academic grievances, residence halls, traffic and parking were the subjects of the greatest percentage of complaints.

In terms of class rank, seniors voiced the majority of complaints, the report also showed.
Ombudsman admits communication flaw

Richard Armitage, University ombudsman, told the Commission on Campus Security Thursday that his working relationship with campus safety director Donald Hanna is excellent, but did admit that a communication flaw exists between the two.

At the meeting attended by ten of the 12 members, Armitage reiterated that Hanna has “without a doubt improved the quality of the campus police.” But, he added, correspondence concerning notification of policy changes in the safety department have been late arriving at his office.

Armitage said the safety department has been late in informing his office of various campus police policy changes.

He urged the department to better publicize its policy changes.

In calling for a police “review board,” which would consist of representatives from campus and city police, faculty, the municipality and students, Armitage said its main goal would be to “eliminate widespread rumors and not crack down on the efficiency of the campus policeman.”

What is hoped for Armitage said, is a better relationship between campus police and other law enforcement agencies and also a better relationship between campus police and students.

Armitage conceded that the safety director does share his positive feeling about creation of a review board.

In other matters of business, the commission by a vote of 8 to 1 passed a substitute resolution introduced by member Kenneth Bader, dean of students, asking that two members of the commission (Harry Blaine and Clayton Roberts, chairman) meet with executive vice-president Edward Moulton to discuss possible further prosecution of Veterans Against the War (VAW) in connection with an ROTC Corps Day disturbance last spring.

Arthur Flesch, a sophomore from Columbus and a VAW member, was convicted Wednesday of disturbing a meeting stemming from the disturbance.

Further arrests of VAW members involved in the drill day event may be forthcoming shortly, according to Sgt. Alva Dixon of the University Police.

The commission also unanimously passed a resolution suggesting that the Grievance Committee investigate the disturbance in the High Street area that took place last weekend.

This was the commission’s second meeting.

The commission was formed as a result of a resolution introduced by a student at a Faculty Council meeting last spring. Students, faculty and college and departmental deans are represented on the commission.
Armitage finds first year as ombudsman fun, frustrating

By Jocelyn Dorsey

Richard Armitage, University ombudsman, has literally practiced an open door policy since his first day in office — Jan. 4, 1971 — by propping his door open with a small wooden wedge to let visitors know he is available.

"My first year as ombudsman has been stimulating, fun and frustrating on occasions, but satisfying beyond expectations," Armitage said.

"I am still amazed that after a year, students bring such an overwhelming number of legitimate complaints."

The ombudsman position is the first of its kind at Ohio State. His function is to receive and resolve individual grievances.

The most frustrating student problems Armitage has to tackle are the parietal rule, closed courses and curriculum requirements.

In the First Annual Report of the University Ombudsman, Armitage offered recommendations based on the patterns of grievances.

"I don't understand why more than 180 hours to graduate is required," Armitage said. "What is so sacred about the longstanding 196 hours minimum?" He urged that ROTC and physical education courses be counted as credits toward graduation.

Armitage also recommended that the Colleges of the Arts and Sciences consider an optional baccalaureate program such as a Bachelor of Liberal Studies.

Discussing closed courses, Armitage applauds decisions to proceed toward complete computerization of the scheduling procedure. He believes staff and space shortages are at the root of many closed course problems.

The parietal rule dealing with off-campus housing has caused legal problems off campus, Armitage said. There is some debate over the University's responsibility to help students with off-campus housing problems. "The University should help improve those conditions by studying alternatives for the now defunct Legal Aid Clinic of the College of Law," he said.

"The service of the old clinic is sorely missed and something should be done to restore availability of legal counseling to students."

From a year's experience, Armitage says, "I have become a student of bureaucracy. In fact, I could teach a course from what I have learned."

Armitage sees his role as basically a red tape cutter, a facilitator of communication, a lawyer or a doctor, in all the individual cases.

"We deal with almost everything in the University," he said. "We get involved in areas ranging from landscape architecture, sewage systems and editing the Makio to lighting and heating in the classrooms."

His office hours are extended by a code-a-phone, a telephone recorded answering service available 24 hours a day. Persons may leave messages with the code-a-phone if Armitage or Ronni Snyder, his executive assistant, are unavailable.

Even though the code-a-phone is available, Armitage accepts calls at his home when a situation warrants it.
Ombudsman wants rating of teachers

By Renee Kaputkin

Richard Armitage, University ombudsman, has proposed to the Council of Academic Affairs a more simplified teacher rating system with the results available to department chairmen and deans.

“We expect to achieve something approximating an objective and useful evaluation of teaching effectiveness from this,” according to Armitage.

Ohio State presently is using a Student Evaluation of Teaching (SET) system that is not mandatory. A faculty member chooses to have his course evaluated and the results are seen only by that individual.

When the program was started at Ohio State there was about 35 percent usage, according to Meredith Gonyea, assistant director of administrative research. Now only about 25 percent of the faculty use the SET.

As of Winter Quarter 1972, the Office of Academic Affairs declared the program inactive, but the past SET form is still available upon request. Presently the SET forms are general enough for all colleges to use. For this reason, many of the faculty consider the form irrelevant, Armitage said.

New form planned

Future plans are being made for a more relevant SET form, said Gonyea. The new form would consist of the present 20 questions, 22 optional questions where the instructor may write his own questions, and write in on the back.

Another suggestion by Gonyea is to have more than one copy made of the results of the individual evaluation to be sent to deans and students upon request of the instructor.

“If a teacher is not conscientious, he may not be sensitive to bad results. We should approach this problem boldly by forcing teachers to face reality. The SET may be accurate. Some might say that this is an attempt of the administration to pry into the classroom, but the classroom is a public place,” Armitage said.

Students apathetic

George Crepeau, assistant vice provost for academic affairs, feels that most students don’t care about the present evaluation system.

But if students knew the SET was effective and taken into consideration, according to Crepeau, there would be more of a response on the part of the student body.

Crepeau suggests that an evaluation consist of six to eight questions. They could be accurate and relevant questions and could be answered in two or three sentences.

The main emphasis would be on the course and its structure, not a personal evaluation of the instructor.

For example, if a student complained about his television class being too impersonal, the answer wouldn’t be counted in the evaluation.

“Classes taught by television can be just as good and perhaps better than other courses because the student is able to see and hear better,” Crepeau said. “The student would have to master the discipline of self learning, rather than being spoon fed. We have to get rid of the stereotype of T.V. lectures. True evaluations of the course itself may do this.”

Committee used

One experimental method being used by the psychology department at the University is an undergraduate evaluation committee which consists of faculty and students. This committee is still in its organizational stages.

Another method of evaluation was started Autumn Quarter 1970 by the physics department.

Results posted

The program started with a complete evaluation of all courses. The evaluations were posted in summary form for all to see. No individual summary was posted, those went directly to the instructor and department chairman.

“We didn’t feel it was appropriate to reflect on an individual because we didn’t want to put anyone on the spot,” Bunny Clark, a research associate, said.

By Summer Quarter 1971, a form general enough to be changed if necessary was set up by John Beach, supervisor for the physics evaluation program. This form was handled through the Testing Evaluation Center.

Four evaluations used

For the 100 level courses there are four sets of evaluations: Lecture, recitation, lab and general course characteristics.

According to Clark, “The reason for the evaluation is to improve the quality of teaching in the department and to provide an individual evaluation for the instructor to accomplish this goal.”

Another way the physics department provides help to the teacher is by holding weekly seminars and a two week orientation for all new teaching associates.

“Evaluations are not the final say, they are just one place of information to help teachers and the department improve,” Clark said.
Ombudsman report makes 11 new recommendations

By Mike Curtin
3 Oct. '72

After completing its first full year of operation and listening to nearly 800 complaints, the Office of the University Ombudsman released its second annual report today making 11 new recommendations to the University.

The recommendations reflect some of the 434 academic complaints and 352 non-academic complaints filed with Ombudsman Richard H. Armitage's office during the 1971-72 school year.

The recommendations do not necessarily directly reflect the number of complaints concerning the problems, Armitage said, because the severity of one person's grievance is sometimes greater than that of a group of others.

The first recommendation asks the University to carefully review the new admissions requirements to the baccalaureate professional programs.

The report calls for orderly appeal procedure, skillful counseling, fair timing of decisions and truthful publication of quotas and requirements for professions such as education, social work, physical therapy and nursing, which are becoming more selective in their admissions.

Three-quarter lease

A recommendation reflecting the greatest number of non-academic complaints, 99, calls for ending the three-quarter lease requirement for students who can satisfy the requirement at the end of a given Autumn or Winter Quarter.

At present, the contract requires out-of-town students who are unmarried or under 21 to lease University housing for two years in consecutive Autumn, Winter and Spring Quarters. Some students admitted at the beginning of a Winter, Spring or Summer Quarter therefore, are obligated to lease for seven or eight quarters, Armitage said.

The report advocates appointing academic deans to five-year terms with reappointment contingent upon favorable evaluation of their performance by review committees.

Other universities use that type of procedure, Armitage said, "We see no valid reason why administrators themselves should object to fair and effective evaluation."

Black cultural centers

Two more black cultural centers in the South and West Campuses area needed, suggests the report, to reduce the "cultural shock" often experienced by blacks emerging from 100 percent black communities into "a new and overwhelmingly white dormitory world."

The report stressed that such centers can ease adjustment and help release the pressures of black students at a minimum cost.

Armitage's report also urges the Registrar's office to stop refusing registration materials to students owing fees and fines. Fines could be added to the remainder of student fees since registration isn't complete until the fees are paid anyway, the report stated.

Official examination schedules should be strictly adhered to, advised the report, to avoid disrupting student work schedules and congesting exams on one or two days. It said the purpose of final exam week is clearly violated by some students and faculty pressing for "an early 'get away'."

Schedule card fee

The one dollar fee for approved schedule card changes is a "nuisance fee," and should be abolished, the report said. The fee has no deterrent effect on unnecessary schedule changes and "probably costs more to collect than the amount of income it renders," it said.

The ombudsman's report also urged the Financial Aids Office to eliminate errors and speed service by replacing "an antiquated record system" with modern computer methods.

It is not fair to charge part-time students half the price of full-time student fees, the report charged, since only six credit hours is the part-time limit while up to 34 credit hours can be taken for full-time fees.

Armitage's report also proposed the decentralization of academic counseling services for arts and sciences undergraduates in order to involve students more effectively with their colleges, faculties and administrative officers.

Departmental Ombudsman urged

The final recommendation urged large departments to consider establishing local Ombudsmen to handle complaints dealing with teaching and grading in lower level courses.

The report included a progress report on 16 recommendations made last year, giving favorable grades to action taken of four recommendations, reporting some progress made on seven recommendations and reporting "no evidence of effective action" taken on five recommendations.

Approving grades were given to the elimination of course fees, more effective control of dogs on campus, the creation of various dormitory options and the improvement of student, faculty and staff health insurance programs.

Failing marks were registered for: the solution of the closed course problem; the elimination of smoking in classrooms; simplification of the Student Evaluation of Teaching program with results available to chairmen and deans; adoption by the Board of Regents of model legislation dealing with resident-non-resident status in Ohio; and the erection of stop signs where pedestrians have the right of way.

Labeled as "clearly under serious consideration with some chance of adoption" were:
- creation of a Bachelor of General Studies curriculum in Arts and Sciences;
- reduction from 180 to 180 credit hours for most bachelors degrees;
- creation of a review and advisory body for the Department of Public Safety;
- establishment of open grievance procedures for student employees and employee-students;
- creation of more representative college and school petition committees;
- creation of a student Legal Aid Clinic;
- expansion and more effective communication of the Traffic Commission with the public.
OSU's first ombudsman to leave post

Richard Armitage, University ombudsman, has told President Enarson he will not continue as ombudsman after his term ends Oct. 1, 1973.

Armitage said he officially notified Enarson last week that he is leaving the post. However, he told the Lantern last spring he wouldn’t accept a second term.

He said he suggested that Enarson request the University Grievance Committee to evaluate the ombudsman service at the end of his tenure and suggest possible improvements.

Under the guidelines determined for the role of the ombudsman, Armitage could succeed himself. However, Armitage explained that if the office is to be effective, the ombudsman should be limited to one term.

Armitage said he decided to quit his job because of the nature of the position, which he described as "so unstructured that it inevitably takes on some of the personal style of the incumbent."
Nominations open up for new ombudsman

By Lynn Voxtheimer

4 Jan 73

The search for a new University ombudsman is underway, as the Ohio State Advisory Committee on Campus Grievances announced Wednesday it is accepting nominations from the University community for the post.

Richard Armitage, present ombudsman, has announced he will leave the position Sept. 30.

Anyone can submit a nomination for the three-year position, according to Elaine Hairston, associate director of Affirmative Action Programs and chairperson of the committee.

She said the committee is "hoping to get as wide a reach in the community as we can."

Nomination forms will be printed in the Lantern Friday, and students may clip the form and deposit it at Archer House 113, 2130 Neil Ave. Forms will also be available in the Faculty and Staff Bulletin and various other campus locations.

January 31 deadline

Deadline for nominations is Jan. 31 and the committee plans to submit the names of three candidates to President Harold L. Enarson by March I for his final decision, according to Hairston.

Eligibility requirements for the position include a resident appointment at Ohio State for at least six consecutive years and "a comprehensive knowledge of the University organization and procedures," Hairston said.

Persons may nominate themselves, and Hairston added that she did not "rule out the possibility" that the committee will contact persons who "have shown an interest in the post in the past."

"I hope there will be nominations of women and persons of minority groups as well as men of the University community," Hairston said.

As part of the Affirmative Action Programs Hairston attempts to insure equal opportunity employment for women and minority groups at the University.

However, she said, "The applicants will be judged on their qualities and not the package they come in."

Rotating has advantages

"It is crucial to get the best qualified person since this is a job that requires someone who really cares and is willing to give time above and beyond the call of duty," Hairston said.

She added that rotating the ombudsman position every few years has one advantage because of "personal difficulties encountered by the person trying to remain on top of his or her field since the job of ombudsman is so demanding."

She said Armitage, Ohio State's first ombudsman, has done a "good job of bringing the University together."

"He had very good rapport with every facet of the community," she said.

Armitage, former Ohio State Graduate School dean, announced he will not seek renewal of his contract, which began January 4, 1971, because "it is probably well to have a rotation in the office so that the ombudsman post does not take on the personal style of the occupant."

Satisfactory work

He also said he believed it "important that the committee now review the office in as objective an atmosphere as possible."

A specialist in Spanish and Latin American studies, Armitage said he "enjoyed tremendously the work of ombudsman."

"It is the kind of job that gives a satisfaction that cannot come from teaching or administrative work," he concluded.

Armitage said he announced his intention to leaving the post so "there would be adequate time to find a successor and evaluate the job."

He said he plans to return to teaching or a combination of teaching and administration at Ohio State or elsewhere.

Committee members chosen

Selection committee members were chosen by Undergraduate Student Government President Michael White, Graduate Student Council, the Alumni Association, Faculty Council and Enarson.

Members, in addition to Hairston, include: Charles E. Arganbright, alumnus; Charles L. Babcock, professor of classics; William Bangham, senior from Columbus; Ascenzo Ciotola, senior from Columbus; Wallace C. Fotheringham, professor of speech communications; G. Edwin Howe, director of University Hospitals; Ruann E. Pengov, director of computing services; Louis C. Thaxton, graduate student from Columbus; and Edgar Yoder, graduate student from Columbus. Both Arganbright and Fotheringham served on the selection committee in 1970.
Committee searches for next ombudsman

By Lynn Yoxtheimer
Feb. 14 73

Applications from more than 40 persons in the University community are being reviewed by the Ohio State Advisory Committee on Campus Grievances as they search for a new University ombudsman.

The committee is hoping to submit the names of three candidates to President Harold L. Enarson by March 1 or "shortly thereafter" for his final decision, according to Elaine Hairston, committee chairperson and associate director of Affirmative Action Programs.

Hairston said the committee is "moving well" and has begun to gather resumes on candidates and in some instances is talking personally with applicants.

In January, 182 nominations were submitted including 88 different names and 94 duplications.

Almost half the nominees indicated they were not interested in being considered for the post, while 41 did indicate an interest and seven are still undecided.

Hairston said the nominations represent "a good cross section of the entire University community."

"There are a good number of nominations of students, staff, alumni and faculty members of all ages, as well as women, minorities and white males," Hairston said.

She said the committee was "greatly encouraged" by the nominations because "they show the University community sees this as important."

Richard Armitage, present ombudsman, has announced he will leave the position Sept. 30.

Armitage, Ohio State's first ombudsman, said he would not seek renewal of his contract which began in January 1971, because "it is probably well to have a rotation in the office so that the ombudsman post does not take on the personal style of the occupant."

The 10 committee members, including four students, three staff members, two faculty members and one alumnus, were chosen by Enarson, Graduate Student Council, Alumni Association, Faculty Council and Michael White, Undergraduate Student Government president.
3 still in ombudsman race

The names of the three final candidates for University ombudsman were submitted Thursday to President Harold L. Enarson for his final decision.

Enarson said the names will not be released because he "wouldn't want to be considered for a post in which the candidates' names were made public."

"The names are in my briefcase and I intend to take a look at them tonight," Enarson said Thursday.

He described the selection of the new ombudsman as "one of dozens of bubbling problems on my desk," and added he would take his time in selecting the individual.

Enarson said he will make his final decision before summer.

Richard Armitage, the University's first ombudsman, has announced he will leave the post Sep. 30.

Elaine Hairston, chairperson of the Advisory Committee on Campus Grievances, which submitted the names to Enarson, said the selections were 'very difficult ones to make.'

The committee selected the three final candidates from a field of 48 applicants.

Both Hairston and Enarson declined to say whether any women, students or members of a minority are among the final three. Hairston is associate director of Affirmative Action Programs, which attempts to insure equal opportunity employment for women and persons of minority groups.

Enarson said in selecting a new ombudsman "you obviously want a person familiar not simply with his or her own field but who has a broad-ranging background and interests."

He also said the individual chosen must be "well respected, fair-minded and have a willingness to go slowly in dangerous waters."
Ombudsman
Endorsed
By Enarson

President Harold L. Enarson today will recommend Joanne Wharton Murphy, former assistant dean of the College of Law, for the position of University ombudsman.

Murphy, who will assume the post Sept. 1 if approved by the Board of Trustees, considers the job both a challenge and a tremendous responsibility. "Since you're really not responsible to anyone in particular, there's no place to pass the buck," she said. "I just hope I have the insight to solve the problems that will confront me."

Murphy is currently associate dean and associate professor in the Case Western Reserve University School of Law. She served as assistant dean at Ohio State from 1965 to 1971.

She thinks her background in law will benefit her greatly in her new position. "The discipline required in approaching problems is very important."

"As a lawyer, I think I understand the problems today toward the institution," she said. "I hope I can give some insight in helping people to better understand the relationships between the community and the institution."

Murphy said she is enthusiastic about the job because it will allow her to be more independent and individualistic.

"The position is unique because it's unattached to any one constituency," she said.

As ombudsman, she will attempt to solve problems and resolve individual grievances of members of the University community. She may also recommend procedural changes where required within the University.

Murphy recently married Earl F. Murphy of the Ohio State law faculty and this influenced her decision return to Ohio State.

"I was approached by some people who knew of my relocation here and I let my name be put into consideration (for the ombudsman post)," she said. "My life is in Columbus now."

Murphy said that she was serious about the post from the moment she allowed her name to be considered.

When she was contacted by Enarson and offered the job, she gave it "very serious consideration" and finally accepted the offer.

"I think I can bring something to the
President Elarson has announced that he will recommend the appointment of Mrs. Joanne Wharton Murphy as university ombudsman. Mrs. Murphy, a former assistant dean of the College of Law at Ohio State from 1965-71, was among candidates nominated for the post by the Advisory Committee on Campus Grievances. The appointment recommendation will come before the Board of Trustees for ratification June 7. Mrs. Murphy is currently associate dean and associate professor in the

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Case Western Reserve University School of Law, Cleveland. Dr. Richard H. Armitage, first to serve as the university's ombudsman, announced last January he would resign the post effective Sept. 30.
Ombudsman Is Enthusiastic About New Job

By Gary Kozel
Lantern Staff Writer

Believing there are "bigger and better things to be done," Joanne Wharton Murphy is enthusiastic about assuming the position of University Ombudsman.

"It's a very new role for me," she said, "I'm going into a very unstructured situation with no job description."

The ombudsman attempts to resolve student and faculty grievances and to recommend changes in University procedures.

Murphy succeeds Richard H. Armitage, the University's first ombudsman, who became the vice president for student affairs Sept. 1.

She recently met with Armitage to discuss the function and responsibilities of the office.

"I found with my discussion with Dr. Armitage he has a sense of mission for the ombudsman, and I felt he had provided an influence on the University," she said. "I think from that interview, I feel no discouragement... There are bigger and better things to be done."

Returns to OSU

She said she plans to "build on his experience" but conceded there will be "growing pains in the early stages."

Murphy recently returned to Ohio State. From 1965 to 1971, she was the assistant dean of the OSU's College of Law. She left to become an associate dean and professor at the Case Western Reserve School of Law in Cleveland.

Terminating that background "as a built-in advantage," she said the two-year absence from OSU will enable her to bring a fresh perspective to the ombudsman position.

But she does intend to tour the University to acquaint herself with its physical characteristics and to discuss procedural matters with various academic and departmental officials.

"To be a good ombudsman and run a good, effective office," she said, "I hope to develop the knowledge of the affairs of the University community early that will enable me to have an effective impact."

She said personal qualities she will bring to the office include openness, the ability to listen, sensitivity to interpersonal relationships, the willingness to make a decision, patience and tolerance.

Good Relationships

"One of the reasons I came back is that I've always experienced good relationships with the people I've worked with," she said. "I'm not one to create conflicts. This gives me confidence that I can be personally influential in resolving problems."

But, she cautioned, the power of the ombudsman is directly related to how much confidence they (University community) have in the person and her good judgment... If you are rejected, you become ineffective."

She counts her legal background as a definite asset.

"My experience as a lawyer prepares me to approach problems from all angles and to understand the ramifications of my decisions and that's quite important."

"I'll reserve that first judgment until I get all the information which is not only the wise but the fair approach in dealing with people."

Murphy emphasized that President Harold Enarson has assured her she will be "completely unfettered" by the administration in her job.

Free From Administration

"He (Enarson) was very sensitive to the fact that the position be free of any kind of administrative influence or taint. I'm not an administrator, faculty member, or student."

She said she intends to continue the open-door policy established by Armitage.

"Ever since I've been with the University, I've had an open-door policy," she said.

"The whole concept of the ombudsman is to inject personalization into what is a growing, impersonal, and mechanistic institution. I still see that as my major purpose."

"My attitude is not to avoid work... I'll do what is feasible so as to be available. There is only so much time in a day, but we hope we can utilize it to the greatest possible extent."

She added she is hopeful the functions of the ombudsman can be integrated with the various student information centers to provide 24-hour service.

Two of her immediate concerns, she said, are the staffing and location of her office. The office is in Room 340, Ohio Union, and it is staffed by Murphy and one other person.

"The offices are on the second floor now, but I'm not at all convinced that is the best location," she said. "Its remoteness may be a real disadvantage."

She also hopes to add more personnel.

Murphy views the office as a catalyst, supplementing the work of others.

"I think it's very important how the process works," she said. "It's inappropriate and inefficient for the ombudsman to take over the responsibility of those on the line."

Because of the confidential nature of her dealings with people, she said she must naturally maintain a low profile. But, she said, "I don't care who takes the credit. I'm not in it to look good, but to do a good job."

Murphy said she would step down as ombudsman after her term ends, adding that "the role should change after that time."

She explained that she believes her effectiveness will wane after the second year because of a loss of objectivity.

"I'm trying to bring objectivity and a new viewpoint to the process, and this is best achieved by switching riders (ombudsmen)," she said.

Better Academic Environment

As she begins her first year on the job, Murphy said one of her chief goals is to press for an academic environment which fosters and encourages serious academic pursuits.

Faculty should not be consumed by trivia and politics, she said, and students should be treated seriously.

"We can't think little," she said. "We must think big. If we encourage an environment of seriousness, we'll have an environment of seriousness."

"If we excel in the living experience, we will excel in the academic experience. As long as we have conflict and frustration, they will take a terrible toll on a person's energy and ambitions."
Ombudsman is a woman

By Lisa Holstein
17 Oct 73

Joanne Wharton Murphy, Ohio State’s new ombudsman, will not be starting her work from scratch. To start with, she has a whole list of recommendations left by her predecessor, Richard Armitage.

Armitage’s report, released Oct. 9, contains four new recommendations and several other items presently under consideration by various committees and organizations.

"I find none of his recommendations unimportant," Murphy said. "They express major areas that do need to be attended to. However, how they will be carried through will be decided later. I have no focus yet on priorities, and as stated in the report, the ideas are not binding."

MURPHY, coming to the office of ombudsman from a position as associate dean and associate professor in the Case Western Reserve University College of Law, says she is still becoming oriented to her new job and its duties.

So far, she has been mainly concerned with solutions to individual problems that have been brought to her.

"When someone comes in with a complaint or a problem, I try for immediate answers," Murphy said. "In some cases, it’s just a matter of telling someone who to see."

"Then I want to go back and review the whole process once the immediate problem has been solved. I can look into how a problem developed and recommend changes to prevent its recurrence."

One of the requirements for the ombudsman’s position is six years experience at Ohio State. Murphy fulfilled this as assistant dean in the College of Law from 1965 to 1971.

FURTHER CREDENTIALS include membership in both the Ohio and Illinois bar associations and service as assistant attorney general of Ohio from 1963-1965. She feels her legal experience will be an asset in a job that deals so much with research and procedure.

"But one thing I don’t do is dispense individual legal advice," Murphy said. "I don’t feel it would be appropriate to my role as ombudsman."

Murphy can only make suggestions about changing procedures. Her power lies in being able to articulate a problem and channel it, which a student often cannot do for himself.

"The credit for solutions to problems goes to those with power who have taken proper action," Murphy said. "There has been a positive response to trying to make things right."

"What I need is student input," Murphy said. "I really can’t ask for changes on the basis of only two complaints. Overall problems must be communicated to me."

MURPHY SAID she wonders if campus residents even know of the personal service she offers. Anyone coming into her offices at the Ohio Union 340 can expect to talk to the ombudsman herself. She prefers meetings to phone calls, emphasizing one-to-one dealing with students.

The offices are open 8 a.m. to 5 p.m. weekdays. A codaphone will take a message anytime, and Murphy will return the call.

Murphy plans to meet with the Advisory Committee on Campus Grievances this month to take up problems left over from last year.

"I’m still trying to pick up the pieces," Murphy said. "I intend to check up on past recommendations and see how they are being acted upon. But other (new) things will come up and my allotment of time is not yet decided."
University grievances

By Tricia Molloy

Two rooms on the third floor of the Ohio Union have become a forum for grievances, problems, and questions about University procedures and rules.

Joanne Murphy, University ombudsman, along with Tina McCune, administrative assistant, and Carol Goldberg, secretary and receptionist, handle problems of faculty, staff, and students in Ohio Union 340.

The office of ombudsman was established by the University in 1970. The ombudsman attempts to resolve problems of students, staff and faculty, and to recommend changes in University procedures.

Murphy took the position Sept. 1, 1973, succeeding the first ombudsman, Richard H. Armitage, now vice president for Student Services.

"Nothing routine"

Murphy was assistant dean of Ohio State's College of Law from 1965 to 1971; she served as an associate dean and professor at Case Western Reserve School of Law in Cleveland before becoming ombudsman.

Murphy said her work as ombudsman is "a variation on a theme every day."

There is nothing routine about her job, Murphy said.

Problems come in through letters, phone calls and face-to-face meetings.

Murphy said her correspondence takes a lot of her time, as she sends letters to people all over campus asking advice, cooperation or simply letting them know a problem exists.

Objectivity important

Many people call the ombudsman seeking advice on what to do in a certain situation. These problems can often be resolved in a single phone conversation.

The objectivity of the ombudsman can help a person make up his mind, Murphy said.

Other problems take time to be worked on; people, for example, have to be contacted or rules and regulations looked up.

The procedure used in handling a problem varies with each individual case, Murphy said.

For example, if a student protests the grade he received in a course, Murphy might set up a meeting between the student and his teacher, or she might talk to the teacher herself if she feels it is necessary.

Problems handled

In addition, Murphy handles a great number of problems; the week of April 15, Murphy's office received 43 cases.

They included grading disputes with the Department of Psychology and the School of Architecture; a conference with library staff, administrative personnel and copy machine supplier about the copy machines in the library; a request from handicapped students for employment and academic counseling; an objection to pre-sale of football tickets with payment now and not in the fall, and a request on what the University is doing concerning tornado emergency procedures.

Murphy said she doesn't get out of her office as much as she'd like to. She tries to set up working luncheons with various campus groups and individuals, to give her a chance to talk to people.

"One of the delightful aspects of the job is meeting a variety of people," she said.

When dealing with administrative personnel in the University, Murphy likes to meet them in their offices to get out onto the campus.

Red tape: a problem

Individuals, as well as groups of students and faculty, come in to talk about a problem.

Often they just want to know how to go about getting themselves heard in their department, Murphy said.

"As a service, the ombudsman's office often helps international students with problems of understanding the bureaucracy and red tape in the University."

The staff will sometimes write letters for the students to help express their problem to the proper office.

Murphy said people should realize they can't drop all their problems on her when the proper channels for appeal exist elsewhere in the University.

She said she will often tell people what to do or where to go but cannot handle everything herself.
Ombudsman’s visibility shadowed

By Tricia Molloy   16 MAY ’74

The University ombudsman is not the best known person on campus.

An Ohio State poll on “Student Perceptions of the ombudsman,” taken Autumn Quarter and recently released, showed that out of 346 randomly selected students, 25 per cent had “heard much,” 68 per cent had “heard a little,” and 9 per cent had “heard nothing” about the ombudsman.

According to the poll, only 27 per cent knew the correct location of the ombudsman’s office — Ohio Union 340.

University Ombudsman Joanne Murphy said visibility is a “continuing concern” because new students, faculty and staff join the University each quarter.

An experimental branch office in Drake Union Gray Suite A was opened Winter Quarter in the hope of reaching more students. It will run through Spring Quarter, Murphy said.

Murphy encourages the use of her office as a resource center for information, counseling and problem solving.

She emphasizes she is available to staff and faculty as well as students.

Poll’s results

The poll reports 10 per cent of its respondents have contacted the ombudsman. Out of this number, 7 per cent were concerned with teaching quality, 24 per cent with academic program, 7 per cent with grades, 7 per cent with admissions, 10 per cent with course changes, 14 per cent with student activities and 31 per cent with other unspecified matters.

Murphy said the ombudsman’s office has handled 600 recorded complaints since the start of Summer Quarter. She anticipates a total of 850 by the end of Spring Quarter.

No particular problem has been “overwhelming.”

Murphy said. Most have concerned academic problems including closed courses, grades, teaching quality and rights and responsibilities of students and faculty.

Role unclear

Two ombudsman’s role is not clearly defined, according to the poll results. Of the respondents, 24 per cent saw the ombudsman as solver of personal grievances, 18 per cent as mediator, 5 per cent as arbitrator, 2 per cent as change recommender, 6 per cent as negotiator, 7 per cent as information disseminator, 10 per cent other and 26 per cent didn’t know.

Murphy, having held her present position since the beginning of Autumn Quarter, sees her role as “interjecting an awareness within the University that will encourage and support sensitivity to solutions of problems and fair resolutions.”

Murphy said she tries to “practice preventive medicine” by finding the cure to a problem before it escalates into a bad environment for change.

Ombudsman important

Murphy feels it is important to have a person, such as the ombudsman, who is willing to listen to problems, without serving one interest against another.

Of the poll respondents who had contacted the ombudsman, 72 per cent were satisfied, 24 per cent were unsatisfied and 4 per cent gave no response.

Solves future problems

“I can’t solve everything,” Murphy said. “Many people won’t get what they want.”

However, an individual often has the satisfaction of knowing that people in the future won’t have his problem because of policy changes arising from his initial complaint, Murphy said.

The fact that someone comes in to the ombudsman with a problem demonstrates a need for change, according to Murphy.
Pros' hours ignored by students; ombudsman receives few complaints

The office hours professors keep is apparently not a major concern of students, according to Joanne W. Murphy, University Ombudsman.

"Of the 802 complaints we have handled since I have been here, only two or three have been about professors' office hours," she said.

"If students are having trouble seeing their instructors, we aren't hearing about it," she said.

The amount of office hours kept by a professor is the responsibility of each department, according to George P. Crepeau, Associate Provost of Instruction, Office of Academic Affairs.

**Department decides**

"All we require is that the various departments have their instructors keep office hours and that those hours be convenient for the students," he said.

Teaching associates for Biology 100 are not required to keep a certain number of office hours each week, however they are expected to be available at some time to serve their students.

Many teaching associates are not very conscientious about keeping office hours for students, said one teaching associate. "However," he added, "students seldom make use of office hours."

The Department of Accounting uses an "honor system" to make professors available to students, according to Paul E. Fertig, department chairman.

"The faculty are asked to have office hours adequate for their students' needs, however, it isn't a written rule," he said.

Office hours Summer Quarter are no different from other quarters, according to Fertig. According to another faculty member in the same department, only 60 per cent of the instructors at most in the Department of Accounting abide by the "honor system."

"Of course, most students don't seem very interested in office hours," he added.

According to Crepeau, if students would talk to their instructors, they might be able to resolve any problems they are having with office hours.

"I have never heard of an instructor refusing to see a student," he said.
Can look from outside in

Murphy keeps door open

The Ohio Union is open and still serving students...not with food but with counsel through the office of Joanne W. Murphy, University ombudsman.

She took office in September and is currently preparing an annual report to the community. Reflecting on her first year in office, Murphy said there were times she felt "pretty stretched out...but we never cut the faucet off, we never shut the door."

Last year 816 students, faculty and staff either telephoned or walked in for help. Some people were angry, some puzzled, others just concerned, she said.

Recommends changes..."People come to me basically to solve their own problems but our office can look at something from the outside in. I find it most gratifying when the ombudsman can influence a change which could have more pervasive effects."

Murphy said general questions and concerns are directed through her office into recommendations for University-wide changes.

She cited the case of a student registered Spring Quarter in a 650 level course offered to graduates and undergraduates.

The teacher, new at her job, and the students were told about three weeks into the quarter the course would be graded either "Satisfactory" or "Unsatisfactory." Up to that point both the students and teacher were under the impression a letter grade would be given.

Murphy said the college had relied on word of mouth to inform students of the grading system.

The concerned student, after being told by the teacher that the college could not change its policy, contacted Murphy's office.

Her office investigated the student's case and found the college office very responsive in dealing with the issue.

The college sent letters to all students in the class offering them an option in grading.

Murphy was instrumental in making the college aware of the lack of communication about grading and in getting all courses offered at the University under the "U" or "S" grading system listed in the Autumn Quarter Master Schedule.

Input difficult...

She met three times last year with the Advisory Committee on Campus Grievances and finds "the most difficult thing this first year was how to work with an Advisory Committee and use these people to get much more input into the office."

The 10-member committee is comprised of two graduate and undergraduate students; two faculty members; two alumni and two non-teaching staff members. Murphy would like to meet with the committee more often in the future "to work with them and shore up this office. The committee has not been heavily drawn, which I feel was a shortcoming last year," Murphy said.
Office of ombudsman helps solve problems

By Jan Witt

Many students may not know that there is someone at Ohio State ready to listen and help them solve the problems that arise in a university of nearly 50,000 students.

Joann Murphy, University ombudsman, is that person.

Murphy, who is beginning the second year of a three-year term, said the job of ombudsman is to help students relate to a university as large and complex as Ohio State, and to give them a voice to challenge policies which they believe are unfair.

"The person shrinks as the university grows," she said. "Students often feel caught up in a 'cookie cutter' process, and can't deal with their problems." Although instructors try hard to personalize students' experiences, the size and diversification of the institution sometimes force students to deal with people and situations with which they especially with the faculty," she said. "Some students often end up feeling alone with their problems and caught in the hustle of University life."

Murphy said the ombudsman's office receives 10 to 20 calls a day from people seeking information or referral. She said many people use the office as a "public relations and information center."

Her office also considers new programs.

A plan to make a vegetarian diet available to students who eat in University-operated facilities is being studied, Murphy said.

SHE SAID that the vegetarian dining plan, although currently functioning at several other universities, needs further examination before it can be instituted here.

"We must be cost-conscious," she said. "We can't afford to indulge in luxuries, but for people whose life style is vegetarian, it's not a

In a complaint situation, Murphy said, she must often counsel those involved to be objective and responsible in dealing with the problem.

"Considering its size, that we handle only 850 cases a year speaks well of the University. It shows that we are getting problems solved," she said.
Ombudsman heads 14-member study

Members of the Commission on Women and Minorities, which will take an overview of equal opportunity programs at Ohio State, were named Tuesday by President Harold L. Enarson.

The 14-member commission will be headed by University Ombudsman Joanne W. Murphy.

The commission, approved by the Board of Trustees after its proposal by Enarson July 17, will evaluate current programs at Ohio State for their effectiveness in accomplishing affirmative action goals for women and minorities within the University. The commission also may suggest new directions to strengthen effectiveness, said Eric R. Gilbertson, special assistant to the president.

Students on the board include Kujenga Ashe, former chairman of the All African Student and Faculty Union (AASFU) and Hayes Taylor, a sophomore from East Liverpool.

Faculty and staff members include Robert E. Blake, associate professor of engineering; Georgiana H. Bow-

man, coordinator of black student programs; Rita Hirschman, instructor in University libraries; Susan Knox, management analyst in business administration, and Arthur D. Lynn Jr., professor of public administration.

Other faculty include William Moore Jr., professor of educational administration; Margaret T. Nishikawara, professor of physiology; and Virginia McDermott, assistant professor of communication.

Alumni and community leaders on the commission are U.S. District Court Judge Robert Duncan, Marie Jones, and Anne Saunier, manager of staff relations at Battelle Columbus Laboratories.

Murphy said the commission is given an "awesome task and responsibility coping with an issue that is quite important and controversial in higher education." She said she would like everyone on the commission to "start off on looking hard at the problem with no preconceived notions."
Search begins for new ombudsman

By Mary Lou Mauch 9 JAN 76

The search for a new University ombudsman began Thursday as the current ombudsman, Joanne W. Murphy, declined reappointment when her contract expires Sept. 1, 1976.

The Advisory Committee on Campus Grievances, composed of two faculty, two non-teaching staff, two alumni, two graduate and two undergraduate students, is responsible for selecting a panel of three qualified candidates. President Harold L. Enarson makes the final decision with the approval of the Board of Trustees.

JOAN R. Leitzen, vice chairman of mathematics and chairman of the search committee, said the committee initially decides the qualifications they are looking for and will seek any input from the whole University.

Faculty Rule 11.12 governing the University ombudsman sets two basic qualifications: a comprehensive knowledge of University organization and procedures, and a resident appointment at Ohio State for at least six consecutive years.

AFTER THE criteria are determined, the committee solicits nominations. “Forms will be printed in the Lantern and also stacked around the University, but a form is not needed to be nominated, and self-nominations are encouraged,” Leitzen said.

The ombudsman position was created in direct response to the student riots and disturbances of 1969-70. Richard H. Armitage, vice president for student services, was the first University ombudsman.

“I DIDN’T want to lose the keenness and enthusiasm for the job, and I think the office would be better served with a new ombudsman’s perspectives,” she said.
Ombudsman reviews past efforts

By Margaret Parker

University ombudsman, Joanne W. Murphy has decided not to renew her contract which expires Sept. 1, 1976. Murphy has been ombudsman since September 1973.

Murphy, adjunct professor of law at Ohio State and chairperson on the Commission of Women's Minorities, feels this is one job where the turnover should be high. One becomes tired of fighting the system and begins to be too accepting and conditioned, she said.

"IN RETROSPECT, I find it a very positive experience," Murphy said. "It is a great opportunity to meet a much wider spread of people in the community and to have much wider contact with the University, and that in itself is a fascinating experience."

Murphy said there are several weaknesses which are inevitable in a position such as this.

"I can't make anybody do anything," Murphy said. She acts as a mediator to get people to find a point of agreement.

Murphy feels a task-oriented person could never last long in the job, because there is no power to say "do it." This is one of the biggest factors behind a major disappointment to her — the length of time required to accomplish any goal.

MURPHY SAID the job is very demanding in human resources. One must always be on someone else's turf, and is continuously exposed to high pitched emotions and must absorb a lot of the hostility, she said.

"If one emerges from this office loved by all, one must be prepared to ask oneself if they have done a good job," Murphy said.

Overall, Murphy said people have been willing to talk and cooperate. "Some see me in the role of a social critic and they become defensive," Murphy said.

MURPHY BELIEVES if they are self-confident and care about their role in the University, they are open to an ombudsman and the possibility of change. The majority of people are satisfied with the decisions made.

Murphy said her greatest accomplishments are the four specific recommendations she has made, which are presently being developed at higher levels. Of special importance to Murphy is the concept of grade reviews.

During Murphy's term as ombudsman there have been 216 cases of grade complaints. This has led Murphy to recommend grade reviews within each department involving the student, the faculty member and the department head.

THE COUNCIL on Academic Affairs (CAA) has asked each college to prepare a formal bulletin on their procedure of grade review.

Another complaint Murphy has dealt with is the August 1973 time limit in the Forgiveness Rule. This rule allows students, before junior status is earned, to repeat any course taken after August 1973 and thereby erase a D or F grade.

Murphy said some students feel the time limit is unfair and places them in an unfair competitive position with those slightly behind them. Therefore, Murphy has suggested the CAA consider removing the time limit.

AS MANY PRESENT and former dorm occupants know, damage done to University property is a collective responsibility. For obvious reason, many students feel this is unfair. Murphy has suggested that student organizations explore ways to raise student awareness of the value of property.

Murphy's fourth recommendation is to limit the number of courses a student may take per quarter.

Though these were Murphy's major accomplishments, she said she deals with different areas every day. Work also has been done on student health insurance and complaints on football ticket sales.

"I believe in this office," Murphy said. She feels it can serve the University well.
Craig selected by Enarson for university ombudsman

By Steve Proctor
4-18-76

President Harold L. Enarson approved the recommendation Friday of Walter D. Craig, associate professor of photography and cinematography, for the position of University ombudsman.

If approved by the Board of Trustees, Craig will succeed Joanne W. Murphy, who has held the post since 1973.

Enarson selected Craig from candidates submitted by the Advisory Committee on Campus Grievances, chaired by Joan R. Leitzel, vice chairman of the Department of Mathematics.

"THE THEME THAT came through loud and clear was that here was a faculty member who has a deep down desire to help students," Enarson said.

"It is a difficult assignment for anybody, but I'm confident he has the necessary tact and diplomacy for the job," he added.

Although Craig will not officially assume the position of ombudsman until Sept. 1, he will begin working with Murphy July 1 in order to familiarize himself with the post.

Craig, who came to Ohio State in 1969 after being director of training at Eastman Kodak Co.'s professional technical center, feels his new position will "offer a whole new exciting challenge. But I have no illusions," he said, "it's not going to be easy."

"THE JOB IS very people oriented," Craig said. "Often peoples' problems become clouded over with emotions. The key will be to stay as objective as possible, separating the emotions from the facts."

Craig said the office of ombudsman has fascinated him since it was created at the University six years ago.

"The ombudsman is essential in dealing with the complexities of a university the size of Ohio State," Craig said. "Although it's frustrating sometimes trying to deal with the system, you cannot lose your idealism. I think we can humanize this institution."

Craig also feels that not enough students are aware of the existence and duties of the ombudsman. "I want to let people know that we're here," he said. "The ombudsman should do his job with a low profile, but with a high visibility and availability," he added.

AS OMBUDSMAN, Craig will attempt to resolve individual grievances of members of the University community and recommend necessary changes in University procedures.

Craig, 48, was nominated by several of his students and colleagues when the grievance committee began its search for a new ombudsman four months ago. The position became open when Murphy declined reappointment when her contract expires Sept. 1.

Craig noted some of the most inspiring moments he's had as an educator have been out of the classroom. "It really gives me a great feeling when I can help a totally frustrated student overcome a problem," he said.

HOWEVER, CRAIG admits he will miss his role as a professor. "I hope to be able to teach a few classes Winter Quarter."

A native of St. Louis, Ill., Craig earned a bachelor's degree in chemistry from Southern Illinois University.

At Ohio State, Craig has served as coordinator of undergraduate studies and as director of professional photography services in the Department of Photography and Cinematography.

Craig: Deep desire to help
THE OHIO STATE UNIVERSITY

September 1, 1976

TO ALL DEPARTMENT CHAIRMEN AND DIRECTORS

Dear Colleague:

As you may know, the University Ombudsman is charged with the responsibility of receiving individual problems related to University matters from all members of the community including students, faculty, staff and alumni. However, the Ombudsman is only an agent of problem resolution. Our records indicate that in about half of our cases we must call upon a faculty member for information and assistance. All too often we find that faculty members are not aware of the true role of the Ombudsman. Further, many are not aware that our office is available to the faculty members themselves.

We depend entirely on the goodwill and cooperation of people in our university community to work effectively. To further this understanding and cooperation, I would like to make myself available to you for a 5-10 minute presentation, in one of your coming faculty meetings. More often than not, my contacts with faculty are by phone. A face-to-face contact, even in the context of a meeting, could help all of us if we must subsequently call upon you for assistance.

To discuss the matter or schedule a convenient meeting time, please call me at 2-0307. I appreciate your continuing cooperation.

Cordially,

Walt Craig
University Ombudsman
Consumerism hits classrooms

Student gripes swell

By John Behan  
11-10-76

The ombudsman's annual report indicates students are bringing a stronger voice to the University campus.

During 1973-74, 334 academic cases were brought to the ombudsman. In 1974-75 the number of cases increased to 523, and last year 561 cases of academic origin were heard.

Students today are demanding action when they believe an instructor or course has failed to meet their needs, said Judith W. Harvey, assistant to the University ombudsman. "Students realize they are paying good money to attend the University and have a right to an education."

Students are also requesting that instructors make course requirements clear and announce dates and costs of field trips and grading criteria early in the quarter.

An article in the Oct. 30 issue of National Observer stated that colleges are beginning to feel the heat of student consumers.

ALTHOUGH THE article implies the national trend is that students "are ready to be treated as responsible participants," some University faculty and administrators disagree.

"The student has not been a demanding consumer; this is a very lamentable fact," Robert G. Arn's, associate provost for instruction, said.

An instructor who gives a final exam during the final week of classes instead of during finals week cheats students out of regular instruction time, he said.

"But the average student would rather have the early exam at the expense of his learning time," Arn's said.

"I think the student should be asking for more. They should have a clear understanding at the beginning of a course just what it will entail," he said.

"Students have rights as consum-

ers," he said, "but to protect these rights they must have responsibility."

ONE STUDENT problem, according to Arn's, is the failure to request course information and report failure to receive the information.

Since a law went into effect in January 1975, making the state of Ohio subject to suits, there have been no charges of consumerist nature filed in the court of claims by an Ohio State student, Charles R. Gamb's, director of University contracts administration office, said.

"Students are the only consumer group that as a whole will not demand anything for their money," Thomas A. Willke, vice provost for the Colleges of Arts and Sciences, said.

"Students are delighted when a professor calls off class," he said.

"Of course some of the students are more demanding, but these are usually the younger college students such as freshmen or the older students who realize they need various skills to face the real world," Willke said.

BUT R. MIKELL O'Donnell, assistant dean for the college of education, believes students are becoming more concerned at the consumer level.

"There is an increasing awareness by all students and faculty that we're in a consumer's world in all aspects, not just in education," she said.

O'Donnell said an increasing awareness of the dollar has made education dollars more valuable. "In today's world students are demanding more because earning the money is harder," she said.

Many students are more concerned about grades rather than excellence in learning, said Edward J. Ray, chairman of the department of economics.

"I hardly ever hear a student say an instructor doesn't grade hard enough or doesn't assign enough outside reading," he said.

RAY SEES learning as "investing in your own development. I don't see a clear perception of this from the majority of students."

Students can be more vocal by following up on complaints about seemingly irrelevant courses or poor instructors, Harvey said.

"When we get a complaint about an instructor we go back to the department and see if they have received similar complaints," she said.

"But usually after a student's initial complaint he won't follow through with it, either because he received a satisfactory grade or the quarter has ended and he's content to let someone else suffer with the instructor for 10 weeks," Harvey said.

"We can't deal with general information about instructors," Arn's said. "We must have specifics in order to make the system constructive."

Lantern File Photo

Arn's: "Students have rights as consumers."
WHEN YOU NEED
A FRIEND...

SEE YOUR
University Ombudsman
WHO IS THE OMBUDSMAN?

The Ombudsman is Professor Walt Craig. He has been in the position since July 1, 1976. He has a full-time Administrative Assistant, Dr. Judith Harvey and a half-time Graduate Administrative Associate, Mrs. Patricia DeVore. The Secretary is Suzanne Bolin. Their services are available to all members of the University community.

WHAT KIND OF HELP DOES YOUR OMBUDSMAN’S OFFICE PROVIDE?

The Ombudsman

1.) Listens to you and discusses your question, complaint or concern.
2.) Provides you with information that answers your question or helps you locate someone who can assist you.
3.) Explains the University's policies and procedures and how they may affect you.
4.) Follows up with you and others at the University to make sure your concern is resolved.
5.) Recommends appropriate changes in the institution that will make it more responsive to every member of the community.

HOW CAN YOU GET HELP?

Call 422-0307. We will listen to your complaint or question. If necessary, we will arrange an appointment for you to come in for a personal conference. After 5:00 p.m. your message will be recorded and you will be contacted.

You may send a letter to: University Ombudsman 340 Ohio Union 1739 N. High Street Columbus, Ohio 43210

Please feel free to come into the Office and discuss your concern in person. We are open from 8 a.m. to 5 p.m., Monday through Friday.

WHAT IS THE OFFICE OF THE UNIVERSITY OMBUDSMAN?

INFORMATION SOURCE

Referral
Obtaining accurate information
Locating lost information
Gathering information not easily accessible

FACILITATOR

Advising and Counseling
Responding to questions about University Rules and Policies
Agent for helping people find others of similar interest
Breaking through "red tape" situations
Helping where no appropriate department is available

CONFLICT MANAGEMENT AND RESOLUTION

Counseling
Restoring Communications
Advising on Grievance Procedures
Serving as mediator

AGENT OF CHANGE

Communicating concerns to appropriate administrators
Making recommendations in specific cases
Making general recommendations
Stimulating discussion of long-term institutional problems

HOW HAS THE OMBUDSMAN’S OFFICE HELPED OTHERS?

Here are some of the many categories of concerns with which the Office becomes involved:

1.) Grades
2.) Scheduling
3.) Final examinations
4.) Incomplete
5.) Attendance
6.) Final examinations
7.) Missed classes
8.) Exams
9.) Residence and dining halls
10.) Student financial aid
11.) Health services
12.) Fee payments, fines & holds
13.) Physical facilities
Craig resigns, takes new post

Ombudsman reminisces

By Dana Preisse

In the past four years as the official "gripe receiver" of the university, Ombudsman Walter D. Craig says he has seen the number of problems attributed to student-teacher conflicts increase.

Craig, who is resigning from the position in Jupe, recently accepted an administrative post at Mount Mercy College, Cedar Rapids, Iowa, which begins August 1.

Reviewing his experience at OSU, Craig says, "It is the nature of my work that I can better tell you what's wrong than I can tell you what's right."

Craig says that when he became Ombudsman in 1976 he was shocked at "the inability of our people to deal appropriately with interpersonal conflict," and the "lack of common sense in planning and managing the teacher-learning process." He says the problems still exist, and at least 60 percent of his cases are of academic nature.

Craig says it is obvious to him preventive measures are needed in those areas "however, almost no one is willing to put time, money and effort into doing something about it," he adds.

When he took office he started a newsletter to the faculty expressing his opinions on such topics as teacher evaluation programs and the importance of a well-written syllabus.

In a newsletter this quarter he states that he rarely encounters serious conflicts where there is a well-written syllabus. He says this is a psychological advantage for both teacher and student because a syllabus is proof of what the teacher knows.

Twenty newsletters later he has a readership of over 80 percent of the faculty and has received close to 500 responses to a recent questionnaire in a poll of what the faculty thinks is the most important characteristic of effective teaching. Portions of his newsletter have been published in dozens of journals across the country.

In addition to his newsletter, he says he has tried to help the faculty with inter-personal problems through a Conflict Management Workshop he designed with his assistant, Judith Harvey. Although the workshop was attended by several groups of non-teaching staff, Craig says he failed to reach the target market — the teaching staff.

"We need to remind ourselves that relative sense of power or the feeling of being powerless is one of the primary causes of interpersonal conflict," he says.

Craig says the second largest area of problems is grade complaints, blaming part of the problem on the inability of the faculty to construct a good grading system. He also says "for some teachers, saving face is more important than being right or fair."

Because the instructor is the only person who can change a grade, Craig says OSU needs a rule which would provide for a uniform procedure of faculty peer review on grading procedures. He adds, "despite the best efforts of my office and many others, we still do not have such a rule."

He says he suspects that apathy on the part of the faculty toward student evaluation tests is connected with the low priority given to good teaching. Most of the faculty say research and publication are the "name of the game," Craig says.
**Good enthusiastic about new job**

**Ombudsman welcomes students**

By Daniel Hutson 6-27-80

If you have been academically mistreated, says recently appointed University Ombudsman Donald W. Good, there is a place to come and talk in confidence.

"Students have a certain responsibility to let the ombudsman know of problems," Good says.

The ombudsman's job is to help people in the university community solve grievances and to recommend any needed changes in OSU's policies. He must remain impartial and maintain an "invested interest in good policy and procedure." "

Currently the associate vice provost and secretary for the College of the Arts and Sciences, Good will succeed Walter Craig on July 1.

As ombudsman, "the only way you can learn is to wait for the first person to walk through the door," Good says. The job should, however, be filled by "someone who knows how to handle" various grievances, he says.

Good says his job in arts and sciences has prepared him for administrative duties. "I've met a lot of people and learned to deal with different problems and procedures," he adds.

The ombudsman's office "might tend to be routine with people coming to my door with grievances," Good says, "but the cast of characters around here changes so much" that it allows one to grow.

"A student should know what to expect from a teacher" in attendance, grading and syllabus, Good says. If a student can prove his work has been judged unfairly, "we have a grievance procedure where a student can appeal through the department" and have the grades reviewed, he adds.

The 46-year-old Good says he respects the office of the ombudsman tremendously. "It is a lightning rod and barometer" to the events happening in the university community, he says.

"It is good for a student to seek out departmental help," Good says. If the student fears reprisal from a teacher, however, perhaps it would be better to talk with the ombudsman, he continued.

Good says he plans to let students know that he is available by distributing pamphlets in dormitories and by speaking to University College classes.
Good remains 'low-key' in ombudsman's cases

By Mike Hatherill

Many of the students who come into his office have not taken time to read the Code of Student Rights and Responsibilities, Good says. "If you don't read it, you must assume a certain set of consequences and if you do read it, you assume a different set of consequences," he says.

The Code contains rules governing grading, cheating and other University policies and is a helpful publication for students and faculty, Good says.

The ombudsman's office is not only a place to air conflicts or problems, but it is also a good information office. The staff knows of various University and community contacts, University offices offering part-time jobs and support systems available on campus.

Good says that the University has no legal aid society but his office can refer faculty, staff and students to such assistance in the Columbus area.

As ombudsman, Good is not only responsible for the Columbus campus but the regional campuses and the Agricultural Technical Institute in Wooster as well.

Currently, he is working to get advance notice of Columbus campus cultural events to the students attending the regional campuses. The daily Lantern is received by students on the other campuses only twice a week and by the time the papers arrive, news and other information is old, he says:

"Walt Graig said to find something to do during the middle of the day to get away from the office," Good says. It is too hard for him to get away from the office at that time, Good adds, so he arrives on campus at 6 a.m. to swim 1,800 meters.

In comparing the ombudsman's job with that of the associate vice provost's job, Good says, "The provost's job was almost always positive and was a huge paper office in terms of letters, documents and so forth."

"Here (ombudsman's office) the work begins in a negative way; however, the various persons in the institution respond on the whole, in very positive ways. That is, they want to help solve whatever problems arise," Good says. "There is less paper work and more phone calling."

How does he view his new appointment so far? "The ombudsman cannot be loved by everyone. I try to be rational, stay level-headed and keep a sense of humor," Good says.
Ombudsman advises students

Don Good
Ombudsman

On course requirements or "But I thought you meant..." Students should know and understand, as precisely as is possible, just what is required of them in any given ten-week period. We ask that the faculty provide information to the student on grading criteria, make-up examinations, attendance requirements, common (usually evening) examinations, planned field trips, deadlines... if not adhered to, can lead to trouble right here in River City.

final exams, and course deadlines. But each student has the responsibility to read and listen carefully. Any questions about such issues should be raised at the outset of the course. Concerns voiced about such issues during the eighth or ninth week of the quarter give no one a fair chance to address any problems borne of possible misunderstandings. When in doubt about any aspect of the course, turn first and directly to the instructor for help.

Know whom you are dealing with or "What was the name again?" Whether it is a professor, a graduate assistant or a university staff member, know the name of the persons you routinely (or even casually) interact with. Not only does this facilitate any assistance you might need, it also makes us more responsible to one another. It is difficult to be in touch with Mr. and Mrs. Anonymous, and it's especially easy for them to say they never heard of you.

On making up of incompletes from past quarters or "You don't remember when I..." The giving of an "I" (Incomplete) is the prerogative of the instructor of a course. The responsibility of making up an incomplete lies clearly with the student and the initiative must come from him or her. Consult early with your instructor and understand exactly the substance of, and the deadlines for, the work to be completed. Once the "I" deadline is passed, many such marks turn to "E." Take the initiative, be persistent, and avoid potential problems.

On the retention of exams or "All submissions become the property of..." Departments and instructors are permitted to establish their own policies for the retention of materials submitted in fulfillment of course requirements. If you are in any doubt about such policies, inquire of the instructor or make copies for yourself of any work which you might want to retain after the course is completed.

On critical quarterly deadlines or "Better late than never, but better never than too late." There are deadlines each quarter which, if not adhered to, can lead to trouble right here in River City." I'm speaking here of the fourth and seventh week deadlines for withdrawing from courses or from the university and those deadlines for using the PA/NP option and the freshman forgiveness rule. Such deadlines are published in the quarterly master schedule. Any college office can also supply the information.

Dropping-adding courses and changing sections or "Here we go 'round the mulberry bush." It is the students' responsibility to make sure they are on the roster of the classes they are attending. Likewise, you don't want to be on the roster of a class you are not attending. Although things occasionally go haywire from the university's end of the process, most difficulties that I see in my office result from students not carrying the drop-add procedure through to completion. Inaccurate grades and delays of grades are likely to result; these errors, in turn, may affect other areas of your academic life (financial aid, athletic participation, degree progress, probation, dismissal, employment, honors, etc.).

Graduating seniors or "Carmen Ohio' gone sour." Every quarter, but especially spring, college offices take care to keep their seniors absolutely on track. During your expected quarter of graduation, you can prevent considerable confusion and disappointment by keeping your college office informed of any academic activity that may in the remotest way affect your taking the long walk.

"It is the students' responsibility to make sure they are on the roster of the classes they are attending."

Keep your copy of telling documents or "There's bliss in proof." There is no question that when things do not go the way you planned they can best be made right by presenting your copies of relevant documents. Whether they be library receipts for books returned, financial aid vouchers, drop-add slips, traffic tickets, etc., the documents should be put in one spot for safekeeping until you're absolutely certain they are not necessary to your continued enrollment, graduation, and requests for transcripts.
Ombudsman has no gripes about work

By Lisa L. Baker

After slightly more than a year as university ombudsman, Don Good says he has "learned an immense amount. The job has given me an incredibly broad view of the university."

Good's job is simply to listen to any problems and conflicts created by a university of 55,000 students, faculty and staff.

According to Good, former vice-provost for the College of Arts and Science, the job has taken him away from the academic part of the university, bringing him into contact with many people and many problems.

The job deals with a wide range of behavioral problems of both students and faculty, said Good. Students' most common problems are grade disputes, roommate difficulties, living conditions and relationships with faculty members.

Most problems can be solved if students and faculty give the system a chance to work, he said. If situations cannot be resolved through the system, the ombudsman is fairly powerful, Good said.

"I don't see my job as an advocacy office for any one group of people," he said. "However, it is an advocate for due process and fair treatment under the rules and procedures of the university."

"We are not an office to knock on doors and say, 'don't you have a problem?,'" Good said. "I don't want to be seen as the great meddler — some people do see me this way — but sometimes that's the job."

"I see this as a third party — an objective place to come to," he said. "It is difficult being the middle man, whether between staff and student or between student and student," Good said.

"I want students to feel welcome. I don't want them to think it's a tattletale office," he said. "If a student can't feel welcome in the office of the ombudsman, there is something greatly wrong with the university."

Good says he often deals with personal problems of students. "People tell my staff and I very personal things and sometimes it's a real or disguised call for help," he said. "We give out a lot of advice. This office is confidential — that is critical," Good said.

University staff members also come with personal problems, he said. There are serious break downs in working relationships in several university offices, he said. Good is currently dealing with staff morale and behavior problems as well as sexist and racist issues.

"Some days are tremendously draining, others are not," Good said. "When someone comes through that door, you never know if they'll be there 10 minutes or two hours," he said. "Sometimes you think that there must be something in the weather to make people go off the end."

Good admits there is a level of frustration in his job. "Obviously there is frustration in an office like this because everything begins negatively — in the sense that everyone who comes in the door has a complaint." Good says, however, that he leaves the frustration behind him when he leaves the office at 5 p.m.

The job requires an enormous amount of patience, said Good. "You have to have an incredible amount of tolerance for every aspect of human behavior," he said. "You have to have as few prejudices as possible and you have to put stereotypical feelings behind you."

Above all, Good said a sense of humor is necessary in his job. "If you did not have a good sense of humor you would go crazy — it is absolutely essential," he said.

Overall, the university's policies and procedures work well, considering there are 55,000 people working is such a small area, he said.
Ombudsman ready to reduce minority student attrition rate

By John T. Wall
Lantern staff writer 2-15-82

OSU's attrition rate for minority students could be lower if the students sought help for their problems, according to University Ombudsman Donald W. Good.

Good said the ombudsman's office can help alleviate the high attrition rate for minority students. He said minority attrition rates could go down if students would seek help from any source.

"Unfortunately, they are not using very many of the sources available to them," Good said.

If his office cannot solve a problem, Good said, "We refer the student to people who are willing to help and counsel."

OSU's attrition rate is higher than comparable universities in the Big Ten," Good said.

Timothy McDonald, director of research and development for the Office of Minority Affairs (OMA), said minority attrition rates are high on a national level.

According to the University Report on Retention and Attrition, 21 percent of all minority freshmen graduate within five years of initial enrollment, compared to 42 percent for all other freshmen.

The report also states that the minority retention rate at OSU is a problem that "merits special attention."

Good said students often seek help at other agencies, such as the OMA, the Hispanic Students program, the Black Studies Department and from minority faculty members because the students may perceive his office as "white," Good said.

"They probably see us as a part of the bureaucracy of the university," he said.

Ruth S. Gresham, director of recruitment and staff development for OMA, said most students "feel a great deal of reluctance" going to the ombudsman with a problem.

She also said the ombudsman's office has a "white" image because minority students "see Don Good as the entire office."

They "don't realize that three other people work in Good's office," Gresham said.

But Patricia Williams, assistant to the ombudsman, said, "We really cannot pinpoint a specific reason why minorities don't use the office."

 Minority students' perception is "that it is not the place to go, if they go at all, for help," according to Williams.

The ombudsman's office receives referrals from other agencies that minority students have gone to for help, Williams said.

"The Office of Minority Affairs will often refer cases to us," Williams said.
Ombudsman urges expediency in grade gripes

By John T. Wall
Lantern staff writer 3-19-82

Students wanting grade changes should pursue the adjustment as soon as possible, said OSU Ombudsman Donald W. Good.

According to faculty rules regarding grade alteration, action must start before the end of the second succeeding quarter.

The first step is having the student talk to the professor involved in the dispute. "Often there is just some kind of clerical error involved," Good added.

He said that an instructor sometimes changes a grade if the student had not been graded on the same criteria as the other students.

Most grade conflicts are solved in the "mutual discussion" stage, he said. If a student still is not satisfied with the grade, then a grievance is filed.

If the instructor still does not agree to a grade change, the student can meet with the department chairman to discuss the problem. According to faculty rules, the chairman has 30 days in which to respond to the student’s grievance.

If the difficulty still is unresolved, a committee of three faculty members from the instructor's department has 30 days to make a decision.

If the professor protests their decision, the committee will evaluate the argument and possibly reconsider.
Ombudsman's problems range from dorm fights to traffic fines

By Jan Dunham 9-20-82
Lantern staff writer

Many people think they know the correct definition of "ombudsman," but OSU Ombudsman Donald W. Good has his own definition. "We see ourselves as the protection agency for the system."

The ombudsman's office handles about 1,200 grievances annually. Eighty percent of the complaints are from students and others are from faculty and staff, Good said.

Most grievances concern grades and course structures, but there are some "exotic" cases, he said. A student once felt he was unfairly kicked out of his dormitory because he put pieces of glass in his roommate's bed.

"There is almost no office we haven't or don't have contact with in terms of student life," Good said, but cases involving the libraries, traffic and parking, and dorms are the most frequent.

An OSU graduate once called the office in tears complaining she had been harassed for more than a year by OSU Traffic and Parking. The woman was being charged for a ticket made out for a car with a license number different from hers by one digit. Good solved the problem with one phone call.

The ombudsman also hears student grievances about instructors' classroom conduct. Good mentioned a case in which an overweight student was belittled repeatedly by a professor. An investigation resulted in an official reprimand for the professor's behavior.

Good said his office also has received an increased number of sexual harassment complaints, attributed to a greater awareness and openness in reporting the problem.

"We're not an advocacy office for just any cause," he cautioned. "Some people do awful things and think our office is designed to get them off."

A student who had amassed more than $500 in library fines wanted the ombudsman to get her off the hook.

Good and his assistants often counsel students. "Some students come to us for advice on a sensitive issue because they're afraid to go to their instructor," he said. "Often we find that a student will come in with a study problem and then tell us the real problem -- maybe things are very bad at home."

The ombudsman position was created in 1970 after OSU was closed for several days because of student riots. "The office was born out of the student unrest in the '60s and '70s to help students manage the system they felt was treating them badly or unfairly," Good explained.

The ombudsman is appointed by the president, serves a three-year term and may be reappointed.
Students, faculty, staff air out ‘dirty laundry’ to ombudsman

By David Yant 4-5-84
Lantern staff writer

"Ombudsman" is a Scandinavian word for representation of the people. And there's a Good man representing the people of Ohio State.

Don Good said he enjoys the problem-solving aspect of his job as ombudsman.

The job of the ombudsman is to hear grievances from students, faculty and staff. The office acts like a consumer protection agency. The ombudsman hears students' complaints about grades, professors, roommates and other issues which can't be resolved between the two parties.

An average day for the ombudsman involves three to four appointments, unlimited phone work, and taking part in the academic misconduct committee hearings.

"I'm the one who keeps people from camping on Jennings doorstep," Good said. "Each complaint I hear usually involves a second party."

Don Good, university ombudsman

"Don Good is sensitive to the individual's needs and the institution's needs," said President Edward H. Jennings. "He works through the problem, listens to both sides, and makes sure all parties do the right thing."

Jennings appoints a new ombudsman every three years. Good took office in 1981 and was appointed to a second term, which started July 1, 1983. "Mr. Good is the best person for the position," Jennings said.

Good and his two full-time administrative assistants, Dalene Hoppe and Patricia Williams, and one graduate associate James Baker, hear more than 1,200 complaints and problems a year. "A lot of these come over the phone," Good said.

Good says faculty often call to find out how they can deal with a particular problem. The rule book spells out various procedures but professors still call for information, Good said.

Even though the ombudsman's office is used primarily by students, faculty complain about promotions and tenure and seek advice about students who are uncontrollable in class.

"People have their dirty linen washed in this office," Good said. We never hear good things about the university, he said.

Good has the confidence of many students and faculty. He wants people to trust him even though he may be a perfect stranger to them.

"Things here are confidential," he said. "I can't betray a person."

He said the only thing he doesn't like about his job is when a person knows of a problem but won't do anything to improve it.

Good says he has a number of chronic whiners who come in often. "If they don't like it here, why do they stay?" Good asked.

If a person has a legal or mental problem, Good recommends the many support offices of OSU.

"That's the advantage of a large university," Good said. "We are not psychologists or lawyers so we send them to experts."

Good is a member of the consultation committee which meets if a death threat or mental problem arises on campus.

"Fortunately, we don't meet often," Good said.

So where does OSU's ombudsman take his grievances or problems?

"I beat them out in the swimming pool every day at 6 a.m.," Good said. "My problem is not being able to solve other people's problems."
OSU ombudsman’s job lonely, even dangerous

By Tom Sheehan
Dispatch OSU Reporter

Don Good goes to work at Ohio State University every day expecting to find trouble. He’s seldom disappointed.

And he’s almost never bored — sometimes he needs an armed guard outside his office door.

Good, 50, is the university’s ombudsman.

In the three years he has held that post, he’s investigated allegations of professors having affairs with students all the way to the student who wondered why university officials were upset about a $700 library book fine that hadn’t been paid.

Really serious problems develop a few times a year, like when a professor gets a death threat.

"I recall one instance in which a student told me, ‘What I’d really like to do is get a gun and blow the guy’s head off,’ ”

Good said all such threats, even if said half-jokingly, are reported to campus authorities. Then he calls the differing parties into his office for a conference.

At these times, he has a police guard stationed outside the office because “we can’t afford even once to be careless.”

Good and his two assistants, Dalene Hoppe and Pat Williams, plus a part-time graduate student assistant will handle about 1,400 complaints each year that involve follow-up work and about 6,000 inquiries about university policy and procedures.

"I don’t have the power to change things,” Good said. “My chief purpose is persuasion and to try to help people out.

"The office of the ombudsman is a very negative place. Nobody ever comes in here saying this place is great.”

The job does have its lighter moments, however.

One of the constant complaints Good and his staff hear are from students who tell them they can’t understand what a teaching assistant in a class is saying because that assistant is a foreigner.

Good said he checked into such a complaint last year by a student from the Midwest — and found out the offending teacher was a Vermont native with a New England accent a little on the heavy side.

OSU has had an ombudsman office since 1971 and is one of the few universities that handles the complaints not only of students but of faculty and non-teaching staff as well.

Faculty members usually complain about salaries or that their tenure is being held up or that they are not getting a position that opened up. Most of the non-teaching staff problems also are job-related.

Students, by far, bring the most complaints to Good’s office, he said.
Sexual harassment caseload increasing in university offices

By Patty Wise
Lantern staff writer

A female student walks into a teaching assistant’s office to get some help after class. The teaching assistant comments on the gold chain she is wearing. He reaches up to touch it, and caresses her neck.

The student becomes embarrassed and complains to the ombudsman’s office. When the complaint is investigated, it is found that the teaching assistant has made a habit of caressing the necks of female students.

The teaching assistant is taken out of the classroom, but is allowed to finish his master’s degree in research.

He was punished for sexual harassment — any sexual behavior that is unwelcome.

Five years ago, the university instituted a policy against sexual harassment. Since the policy began, sexual harassment complaints to the Affirmative Action Office have “dramatically increased,” Sue T. Kindred, director of the office, recently reported.

Two university employees have been fired for sexual harassment since the university instituted the policy, she said.

Different offices on campus received at least 84 sexual harassment complaints last year.

Of the 84 complaints, action was taken in only about 18 cases.

Kindred said there is no standard action for sexual harassment complaints, but each case is treated individually. Action ranges from removing an offensive picture from a wall, to sexual harassment education, to firing.

But most sexual harassment complaints are not reported, said Sue A. Blanshan, Coordinator of the Office of Women’s Services.

“Women find it very embarrassing and humiliating. They want to keep it private,” she said.

Blanshan said “malicious harassers,” or people who repeatedly harass women, “count on women not talking.”

She said most of the complaints she receives involve either an employee bothered by co-workers or supervisors, or students who are harassed by instructors or teaching assistants.

Encouraging women to complain is the “only way to stop them,” she said.

Former Ombudsman Donald W. Good said victims are “typically very fearful because of retaliation.”

If a professor harasses a graduate student, he could have “control over her whole professional life,” Good said.

Good is now the associate vice provost and secretary in the College of Arts and Sciences.

Good said he usually advises women to register the complaint and then come back at the end of the quarter when the grade is in. But few students who complain ever come back, he said.

“I think they’re just so glad to get out of the course,” Good said. “Part of the punishment (of sexual harassment) is to make women tell again and again what happened.”

Directors of several offices said they are seeing an increase in sexual harassment complaints.

Kindred said this is not because more sexual harassment has occurred, but because victims are learning that they can do something about it.

“People don’t come forward without the knowledge that the administration is committed to enforcing (the policy),” Kindred said.

The offices of Women’s Services, Affirmative Action, Student Life, and the ombudsman handle sexual harassment complaints.
Ombudsman acts as ace problem solver

By Tricia Colley
Lantern staff writer

At a university the size of Ohio State, it is sometimes impossible to know where to get information or how to begin solving a problem. However, there is an office on campus that is designed for just that reason.

The University Ombudsman's office will help any OSU student, staff or faculty member who has a campus-related problem. However, the office also helps people who just have questions or concerns to discuss, Dalene Hoppe, assistant ombudsman, said.

The office has an ombudsman, Grey Austin; two assistant ombudsmen, Hoppe and Pat Williams; and a graduate associate, Margie Bogenschutz.

The staff handles a variety of problems such as grades, scheduling, exams and student records. The office also deals with concerns about university employment, traffic and parking, dormitories, financial aid, health insurance and fees.

Each quarter, the staff members get about 400 formal cases — those where records are kept, Hoppe said. They get three times as many informal cases — requests for information, where no records are kept.

"We can often help people who can't find help on their own," Austin said.

The number of academic cases the office deals with has increased, Hoppe said. "People don't seem as inhibited about getting help. I think this is a shift to people taking a more active role in their welfare."

Austin said the office also provides an educational service. "One thing students can gain from a large university is learning to deal effectively with a large enterprise," he said.

Many businesses, government agencies, and universities have an ombudsman, Austin said.

"There is a growing concept that as organizations get bigger and less personal, the more important it becomes to have one place to go to be listened to in a personal way for information," he said.

Listening is a very important function of the office and each particular case is different, Austin said. "This is not an office of 15-minute appointments." He said some problems require a lot of time to solve, while others are solved in a few minutes.

"I talked to a young man for an hour and a half yesterday," he said.

Sometimes the University Ombudsman is a last resort for people who can't solve a problem alone, Hoppe said. At times the office can help, but not always, she said.
OSU ombudsman works to preserve variety in life

By Tricia Colley
Lantern staff writer

Dalene Hoppe, university assistant ombudsman, is a woman with three distinct lives. She appears to enjoy each and to have all three in perspective. "Each of these areas — I'm there because I want to be," she said.

One of Hoppe's lives is her job. As assistant ombudsman, Hoppe has a small office in the Ohio Union. The office has a relaxed and personal atmosphere.

Hoppe has worked as assistant ombudsman for seven years. She came to Ohio State to look for a job and was told there was a temporary opening in the ombudsman office until a full-time employee was hired. Hoppe took the temporary job and has been there ever since.

Being an ombudsman takes a certain kind of person, Hoppe said. One must be able to talk to people and be an excellent listener. An inbred sense of fairness and justice and a sense of humor to balance the seriousness of the job are important, she said.

Hoppe said her job is interesting because she never knows what case she will be working on next or with what kind of person. "Sometimes a person will just want to ask a question; some are crying, angry or ready to sue," Hoppe said.

A few people that Hoppe has helped make return visits to her office. "There are a few students who will stop by to see me whether there is a problem or not. They stop by just to say hello," she said.

"Sometimes people will come into the office and ask specifically for Dalene," University Ombudsman Grey Austin said. "She might have helped a friend or roommate of theirs in the past, he said.

John Sena, coordinator of the Committee on Academic Misconduct which works closely with the Ombudsman Office, described Hoppe as professional and compe-

Her job and her singing career are not the only important lives Hoppe has. Her family provides another distinct life. Hoppe is married and has two sons.

Hoppe's husband, Dale, works for Kroger Company. Damian, 9, plays soccer, which has become a big family affair, Hoppe said. "The family is involved five nights a week in practices or games. Dallan, 15, is in Junior Achievement. Transportation to and from the boys' activities keeps the family busy.

While she seems to live three lives, they do overlap. Her family enjoys her singing and often comes to hear her perform, she said. In her office, there is a plaque given to Sophistication in thanks for sponsoring her son's soccer team.

Hoppe said her husband supports her singing because of the enjoyment it gives her. Her children think it is great. She said they are always telling her what new songs she should sing.

"I'm a mutant among mothers," she said. "What other mom sings rock 'n' roll?"

Dalene Hoppe

Joyce Stern/Ohio State Lantern
Ombudsman office gives refuge

By JOAN SLATTERY
Lantern staff writer

Ombudsman

"The word itself seems so formal for such an informal place," Dalene Hoppe, assistant ombudsman, said. "Come in here and kick off your shoes and take it from the top."

The University Ombudsman office, located in Ohio Union 340, is a place where OSU students, faculty and staff can voice concerns and find answers to problems.

C. Grey Austin, university ombudsman, said since the office was created in 1970, the caseload has remained about the same, but the types of cases have changed.

"People these days are more assertive about their rights, more willing to speak up when they are treated unfairly and more willing to bring lawsuits when they feel they are treated badly," Austin said.

Hoppe said cases are more complex now than they have been in the past.

"I have a case now that was brought to me in July that is still going on," she said.

Hoppe, who has worked in the ombudsman office for eight years, said confidentiality is a key priority for the ombudsman office.

"We are our only support system," she said. "We can't go to the Faculty Club for lunch and say, 'Oh, listen to what I did today.'"

The ombudsman staff is made up of Austin, Hoppe, Assistant Ombudsman Patricia Williams, and Graduate Assistant Cindy Michaels.

Austin said the office finds informal ways to solve problems and also makes recommendations to the university in cases concerning procedure or policy.

"The office serves as a screening mechanism to alert the university to problems that result from what may be overall excellent programs," Austin said.

Austin said usually about 60 percent of the cases deal with academic issues, such as grades and teaching quality, and 40 percent deal with non-academic issues, such as student financial aid, staff employment or traffic and parking. The office handles more than 1,200 cases each year.

Austin said, "Problems arise mostly not because of intentional acts of people, but because of some slippage in communication or because policies and procedures have unintended consequences."

Appointments are unlimited in length, Austin said.

"We have to be good enough listeners to work through the emotions first, in order to work through the problem," he said. "Not every problem has a solution."

Austin said the office does not always have to go through the procedure to solve the problem. Sometimes the person just wants advice as to where he can get the answers to questions.

"One of the functions of the office is to help people become better problem solvers," he said.

Austin said the office is listed in both the faculty and the student directories, and is listed in the university survey book for freshmen. The office also provides a "Student Guide to Problem Solving," which is distributed to freshmen and can be obtained from the office. The guide tells students ways to handle problems.

Austin said the guide gives students advice such as keeping copies of the work they hand in, keeping emotions under control when asking questions, and trying to resolve problems with the persons most immediately involved.

If you cannot find a solution to a problem, you have to put it behind you and get on with your life, Austin said.

Phyllis DeMuth, administrative assistant in University Communications, said University Communications also has a program that offers students, staff and faculty the opportunity to voice concerns, but response is low.

Campus Action, a form which appears in issues of onCampus and the Lantern, gives people a chance to draw attention to university problems such as building maintenance, she said.

University Ombudsman C. Grey Austin

DeMuth said the form should be filled out completely and sent to University Communications. Malcolm Barowy, executive director of University Communications, then sends the form to the appropriate college department, where the problem will be addressed. Both University Communications and the college department respond to the person who sent the form.
SUBJECT: Search for University Ombudsman

DATE: October 15, 1988

FROM: Search Committee for University Ombudsman
Sara Garnes, Chairperson

TO: Colleagues

Following four years of meritorious service in the position of Ombudsman, Dr. Grey Austin decided to take the option of early retirement and retire effective September 1, 1988. President Jennings has asked this search committee to recommend members of our University community who might serve in this important post. While we anticipate a number of strong candidates, we want to ensure the best possible applicant pool. We are asking you to bring to our attention persons who you think might be effective as Ombudsman. We are providing in this memo a brief description of the nature of and requirements for the position. Please feel free to apply yourself or to suggest names of people you feel are qualified for this very important position.

1. The Ombudsman's Office

In a typical four quarter year, the office handles more than 3,500 inquiries and cases serving the more than 58,000 students and faculty and staff on the main and regional campuses of The Ohio State University. The Ombudsman is appointed by the Board of Trustees and reports to the Office of the President.

2. The Requirements

The requirements of the Ombudsman's position are listed in Rule 3335-3-16 of the University Faculty. Under that provision, it is noted that the Ombudsman must have comprehensive knowledge of university organization and procedures as well as have an appointment at Ohio State for at least six consecutive years. The position is designed to resolve individual concerns and problems of all members of the university community including faculty, administration, and students. The Ombudsman reports to the Office of the President and serves for a three year term with the possibility of reappointment. The Committee hopes to have the new Ombudsman start January 1, 1989. In addition to meeting the formal requirements of the Faculty Rule 3335-3-16, which establishes the position, the Ombudsman is expected to have extensive knowledge of higher education administration, and a special understanding of the administrative system of The Ohio State University. The Ombudsman must be able to effectively communicate with and relate to all constituencies: students, faculty, administration, support staff, alumni and campus-area residents. To meet those expectations, the Ombudsman is selected for the qualities of interpersonal relationship skills, communication skills, management/leadership skills, teaching experience, scholarly activity, professional and community service, as well as personal credibility and integrity.
Students ask ombudsman about grades, financial aid

By Michele Ohl
Lantern staff writer

Financial aid and grades are the two major reasons students visit the OSU ombudsman’s office, Pat Williams, assistant ombudsman, said Wednesday evening at an Undergraduate Student Government general assembly meeting.

Williams said the ombudsman’s office serves as a neutral third party in preventing crises and solving conflicts between students and administration.

She said student concerns about financial aid have increased because of changes made by the federal government. She said many students were not aware of just how many of the OSU financial aid office’s policies are mandated by the federal government.

Students are more inclined to blame the university when it is actually following the policies set by the government, Williams said.

"Sometimes, there are things we can do, but at others, our hands are just tied because there aren’t a lot of options when you are talking about federal rules, regulations, guidelines and policies," she said.

Williams said grades require an interactive process between the faculty and the student and she said she felt the OSU faculty is responsive to students with legitimate concerns.

Rachelle Wells, an assembly member representing the OSU Panhellenic organizations, voiced a concern about how many individuals must approach the ombudsman’s office with the same problem about an academic department before any action is taken.

Williams said the department often does not realize there is a problem with one of its faculty or courses until they are confronted with the concern.

This ignorance, she said, was a problem that she called a "general malaise" that often arises when people misunderstand other people.

"The message which is sent is not always the message which is heard and I’m not talking about hostile relations, I’m talking about relations which get balled up because of misunderstanding," she said.

Using statistics from an 1986-1987 annual report, Williams said about 3,500 people met with an ombudsman on a one-time basis during that time. She said 1,200 of those cases needed investigation.

These figures were indicative of the concerns students have been expressing this year, she said.

The first step in an investigation, she said, is to discuss the student’s concern with the department involved. If the concern is not resolved, she said the ombudsman’s office has the power to raise the concern to President Edward H. Jennings.

USG President Athena Yiamouyiannis stressed the importance of polling the constituency USG members represent to make students aware that an ombudsman might be able to help them.
BETTY JO HUDSON NAMED UNIVERSITY OMBUDSMAN

COLUMBUS -- Betty Jo Hudson, associate dean of University College, will be recommended for appointment as university ombudsman at The Ohio State University.

President Edward H. Jennings announced Thursday (2/23) that he will present Hudson's appointment at the next regular meeting of the Board of Trustees.

She will replace C. Grey Austin, ombudsman since 1985, who retired last autumn.

The ombudsman is a member of the president's staff and is charged with receiving and attempting to resolve individual grievances in the university community. The ombudsman handles complaints about academic matters such as grades, teaching quality, course management and academic misconduct, as well as non-academic issues such as financial aids, staff employment, traffic and parking, and residence and dining halls.

As a result of experiences acquired in investigating individual complaints, the ombudsman also recommends procedural changes within the university.
October 1991

Dear Colleague:

University Ombudservices now provides extended office hours at its Ohio Union location one night each week. That office remains open until 7:30 pm on Tuesdays. We hope that this will help people that cannot use services during regular office hours.

A second office location, opened more than a year ago in Starling Loving Hall, to provide easy access to South Campus populations. We hope that through expansion of locations, staff, and hours, we can continue to respond quickly to concerns brought to our attention. We appreciate your past efforts to make good use of Ombudservices and are always available to answer your questions.

The back of this letter contains some general information from our office brochure. This information should be helpful when you refer staff, faculty and students to our office locations. You may obtain brochures, as well, by calling 292-0307.

We encourage appointments but make every effort to see people without appointments as quickly as possible. If you question whether or not to refer someone to us, please do not hesitate to call before doing so.

Sincerely,

Betty Jo Hudson
University Ombudsperson

C: E. Gordon Gee
UNIVERSITY OMBUDS SERVICES

University Ombudservices at Ohio State offers assistance to all members of the University community concerning University-related matters. Consider the Office as a resource when you need to know where to go or what to do next, when you are not getting a helpful response to your efforts, or when you need help in negotiating a solution to your problem. In an attempt to respond to questions, issues, or concerns—academic, non-academic or work-related—the following are among the services provided in a confidential setting:

Listening to you and discussing your question, concern, or problem.

Providing you with information that answers your question, or helps you locate someone who can assist you.

Explaining the University's policies and procedures and how they may affect you.

Helping you manage and resolve conflict by serving as a neutral third party or mediator.

Following up with you and others to make sure your concern is resolved.

Recommending appropriate changes that will make the institution more responsive to all members of the community.

LOCATIONS AND APPOINTMENT PROCEDURES

Ohio Union Location
University Ombudservices
464 Ohio Union
1739 North High Street
Columbus, Ohio 43210
(614) 292-0307

Starling-Loving Location
University Ombudservices
A150B Starling-Loving Hall
320 West 10th Avenue
Columbus, Ohio 43210
(614) 292-1200

Six staff members are available in these two office locations to help you. You may contact the office in person, by telephone or correspondence. You may make an appointment or stop by between the hours of 8:00 am to 5:00 pm, Monday through Friday. After hours, you may leave a message on the answering machine and a staff member will contact you as soon as possible.

One night each week the office will extend hours until 7:30 pm. Please call 292-0307 for more information.
Since 1985, University Ombudservices has periodically shared recommendations for the design of effective syllabi. The suggestions are the result of experiences, throughout the many years, with student complaints that are rooted in a serious lack of understanding of the requirements and expectations for performance in a course.

These suggestions must be modified to fit such varied circumstances as the lecture hall, the laboratory, the clinic, the studio, the field, the seminar, or the independent study. Each of these needs its own clear statement of expectations. Two separate syllabi for the same course, written by two different instructors will, of necessity, reflect the individual teaching styles, testing schedule, and due dates.

As with every communication from University Ombudservices, your response is invited, whether it be a different perspective on an issue raised, a request for clarification, or offering a model syllabus we may share with others. Additional copies of this document are available on request.

Sincerely,

Betty Jo Hudson
University Ombudsperson

COURSE SYLLABI

PRINCIPLE: A well-planned and economically executed syllabus is primarily a document of convenience for both students and faculty. For students, it urges efficient management of time and contributes to the development of productive self-discipline. For faculty, it consolidates into a single document all of those routine matters—reading schedules, due dates, grading percentages, attendance, course objectives, "extra credit," "class participation," field trips, take-home finals, common (usually evening) exams, etc.—that would otherwise have to be communicated in individual conversations with each member of the class.

PRINCIPLE: The syllabus is not the same as the course. The syllabus represents the itinerary for a ten-week trip, but no one would confuse the itinerary with the trip itself. The essence of any course is what takes place above and beyond the syllabus: the conveyance of information, the excitement of discovery, the development of appreciation, the commitment to learning, the respect for truth, even, in some cases, the acceptance and understanding of failure. The syllabus is but one of a complex array of documents, equipment, activities, and behaviors that constitute a course. The teaching problem is to engage the student in the fullness of the learning experience while honoring the policies stated with respect to routine matters.
ITEMS FOR THE SYLLABUS

1. A WORKING SCHEDULE. This might include reading assignments, lecture topics, writing assignments, due dates, notices of anything out of the ordinary (field work, common examinations). It would also include office location, telephone number and office hours; these present the opportunity for instructor/student interchange as an extension of the classroom experience. The student and the teacher must realize that neither is at the beck and call of the other, that both have lives beyond their singular academic connection, and that clear communication of these relatively mundane matters is conducive to better communications on issues more worthy of each other’s time.

2. GRADES. Grading criteria should be congruent with those approved in the original course proposal. We should be as clear as possible about our grading policies. Students should understand the grading criteria, the components of the final grade, the weights of various grades, the relationship (if any) of class participation and attendance to the final grade, and other information relevant to the evaluation process. In the less quantifiable areas—essays, long papers, quality of class participation, creative works—we should express our criteria with clarity and confidence. Each evaluation of a student’s work should contribute to the student’s ability to evaluate his or her own work more effectively.

3. EXPECTATIONS, EXCUSES, AND OTHER ERRANT BEHAVIOR. While it is not possible to anticipate every mishap, one can be ready for such familiar incidents as the late paper, the missed exam, illnesses, and requests for extensions. In such cases, it is helpful if the student has known the policy ahead of time. It may be good to go on record with a fairly stringent version of the policy you want to apply, and be prepared, where circumstances warrant it, to temper the stringency; try to avoid the absolutes—they usually generate more trouble than they could possibly be worth; and don’t attempt to be more severe than the statements on the syllabus allow. Foresight and clear communication on such matters provide considerable protection for both students and faculty.

4. COLLABORATION. More and more instructors are emphasizing collaboration as a useful study method. It is difficult for students to comprehend when collaboration ends and copying or shared work begins. The more collaboration as a learning tool is emphasized, the greater need for instructors to make clear what their personal definitions of collaboration are.

5. ACADEMIC MISCONDUCT. A lengthy statement should not be necessary, but the seriousness of the subject suggests that the course instructor should a) invite students to seek advice if and when they have any doubts about approaches and procedures which might result in charges against them, b) define just what sorts of behavior would constitute misconduct in the specific subject matter area, and c) indicate clear intention to follow Faculty Rule 3335-5-487, which requires that "Instructors shall report all instances of alleged academic misconduct to the [C]ommittee on Academic Misconduct." The Committee makes a final decision on whether or not the academic integrity of the University community has been compromised and, when necessary, recommends an appropriate sanction to the Office of Academic Affairs. The Faculty Rule is meant to protect both the instructor and the student.

6. THE COURSE OBJECTIVES. Because the evaluation of students is tied so closely to how well they have satisfied pre-determined course objectives, instructors should be as clear as possible about what the student is expected to have achieved at quarter’s end and how each assignment contributes to the attaining of those outcomes. A mutual understanding of the ten-week collaboration is likely to lead to a more meaningful evaluation of the student’s work.
Student praises OSU mentor

By Mylayna S. Albright
Lantern staff writer

Throughout the university community there is an abundance of faculty and staff members who rarely receive recognition. These people are not necessarily heads of departments, but they are definite assets to the students they assist. From time to time the Lantern will profile some of these hidden assets.

“She has helped me with everything, even my financial aid. There have been times when she just calmed me down and helped me get through many of my problems. She's there all year 'round, not just during the school year,” said Quiana Reedus, a sophomore from Chicago.

Patricia Williams, a university Ombudsperson, has worked for Ohio State since 1974 and has been with university Ombuds services since 1979.

“As an Ombudsperson, in a word, what we do is problem-solve,” Williams said. “We listen to the problems and concerns that students, faculty, staff or anybody might have within the Ohio State University.”

Williams said that in order to strike chords with the people with whom you work, you must bring to the job all that you are. For Williams, this includes being a woman, an African-American and a mother of a college student.

“Pat has been on campus more than 15 years and I have worked with Pat for six years altogether,” said William Hunter, assistant to the university ombudsperson.

“She's a very good listener, problem-solver and mediator,” Hunter said. “She's very fair.”

Williams considers herself a link to resources outside the university for students who need a service the university does not offer.

“Because it is our job as Ombudspeople to steer students toward resources, we must know a lot about many different things,” Williams said.

Williams devotes a lot of her time to community organizations and her students.

“She is very strong on cultural and social issues. Her community life is important to her,” Hunter said.

“Pat has been my professional mentor for the past two years,” Reedus said. “She's the university person who has helped me get through to other university people.”

“Once students have left and gone on, they stay in touch,” Williams said. “One of my students kept in touch for several years after graduating.”
Ombud offices will merge

By Gina O'Brien
Lantern staff writer

Ohio State's plan to eliminate the University Ombudservices' satellite office should not have a negative impact on students but, it might leave some staff members on campus inconvenienced, said an Ombudservices representative.

The Ombudservices' McCampbell Hall satellite office will be consolidated with the main office in the Ohio Union.

This is one of many consolidation efforts the university has imposed to cut costs.

Ombudservices had planned to move the office from its temporary location at McCampbell Hall into the Drake Union. But the decision to consolidate the two offices cancelled the renovation plan and will save Ohio State between $50,000 and $75,000, said Dalene Hoppe, assistant university ombud.

The satellite office is geared more toward helping staff members. It was put into the medical area for convenience because there are so many staff members there, Hoppe said.

Ninety-two percent of the Ombudservices' business is done by phone, so "it doesn't matter where we're located," said Michael Russel, assistant to the ombud.

Reactions from medical staff members are mixed.

"If I had a problem, I would like to have something close by," said Kevin Cornell, R.N. in OSU Hospitals Surgical Intensive Care Unit.

"I don't even know where the Ohio Union is," Cornell said.

"It wouldn't be a problem for me and my staff," said Willie Brown, supervisor of environmental services for the University Clinic.

"The ombud and I talked and agreed that the second office had served its purpose," said William Shkurti, vice president for finance.

Shkurti said they thought it would make more sense to consolidate the two offices.

The second office was very convenient, but it will be just as easy to park at the Ohio Union, Russel said.

"We needed to have more exposure to staff and faculty and we accomplished that," Russel said.

Most of the students and staff who utilized the service at McCampbell would find it just as convenient for them to come to the Ohio Union office, Hoppe said.

The service will try to offer more phone interaction because most problems are solved easily over the phone, Russel said.

No positions will be eliminated. The two full-time and one half-time employee will be relocated to the Ohio Union office, Russel said.

By consolidating the two services, some operations might run smoother because having one office is easier to run and communication between the two offices has been difficult, Russel said.

The satellite office is "usually" open from 8 a.m. to 5 p.m. because there are only two and a half staff members, said an Ombudservices representative.

"In light of everything around here budget-speaking, I can't say it's unfair," Hoppe said.

University Ombudservices has been at Ohio State since 1971, and the satellite office has been in operation for three and a half years, Hoppe said.

The satellite office will be open until June 30.
One notable change has occurred over the last two years. Prior to 1990, staff and faculty initiated 7 percent to 8 percent of the total number of cases brought to this office. At present, that percentage has risen to almost 29 percent of our total.

Why the change? We suggest two possibilities. Six years ago, the Staff Advisory Committee recommended that Ombuds services establish a satellite office that would focus on staff and their concerns. Four years ago, we opened a satellite in Stirling-Loving Hall and concentrated many of our outreach efforts on the staff population. As awareness of our services grew, so did the case volume. Due to budget constraints, we were forced to close that operation this year and to consolidate staff and services into our offices in the Ohio Union. Location, not service, has changed.

Another factor that may be affecting increased faculty/staff caseload is campus climate. There are prevailing feelings of apprehension, confusion and helplessness in most campus populations at this time of change and redirection.

People have an increased need to talk with someone who is neutral and who can offer information, direction, advice, and intervention from an objective position. Since Ombuds services does not report to any one administrative unit of the University, we are prepared to offer that objectivity.

Afer a May 1992 review by a presidentially-appointed committee of faculty, staff, and students, Betty Jo Hudson was reappointed as University Ombudsperson for a second three-year term. At Betty Jo's request, a comprehensive, all-campus review was conducted to help guide the committee's work.

• Dalene Hoppe, Assistant Ombudsperson, has recently been elected President-elect of the University and College Ombuds Association. The organization is composed of ombudspersons from institutions of higher learning throughout the United States and Canada, as well as a number of countries around the world.

• A new student mediation program is in its pilot year, with Ombuds services serving as the clearing house and coordinating center. Pat Williams, Assistant Ombudsperson, is the program director of this project, which is funded by the Hewlett Foundation through the College of Law and Mershon Center. Students from the College of Law and graduate students from a variety of disciplines are receiving special training to mediate disputes involving issues of diversity. Inquiries about the program should be directed to Pat.

• Each Wednesday, people are invited to join us at the Faculty Club Ombuds Table from 11:30 a.m.-1 p.m. The Table serves as a forum for discussing campus issues, for familiarizing faculty and staff with our office, and for bringing together people from throughout the campus in an informal setting. Please call 292-0307 to let us know when you would like to join us.

• For at least six hours each day, there is an ombudsperson on-call to respond quickly to anyone contacting the office. Office hours are from 8 a.m. to 5 p.m., but we will schedule after-hours appointments for those who need such accommodation. We may be contacted in person, by phone, or through written correspondence.
Change is evident everywhere... We can maintain our focus by being distinctive and personal... by treating each other with dignity and respect... to make the path of understanding smoother for others...

E. Gordon Gee
Address to the University Senate
October 9, 1993

Change is evident everywhere. Whether it is vast and swift or slow and gradual, the notion of “change” is affecting the OSU community. In this article, we offer an ombuds’ view of what “change” looks like through the assimilation of issues and concerns that are being raised in our office. We offer suggestions that may help to mitigate the personal and professional affects of “change”.

1. Change is exhilarating. It is dynamic and synergetic. It opens the doors to creative thought and progressive movement.

2. Change is frightening. It threatens our professional and personal well-being. Fear of the unknown feeds our vulnerabilities.

Throughout the last year, we have talked with countless students, staff, faculty and administrators, clients and colleagues, who are overwhelmed by the negative affects of change. Will their programs be dissolved? Will their duties change? Will they lose offices and lab space? Indeed, will they lose their jobs, their paycheck, their mortgage payments?

Behavioral responses to feelings of vulnerability take many forms. However, we see two, rather consistent, behaviors emerging. The first involves feelings of “smallness,” lowered self-esteem and dwindling self-worth. These affects reveal themselves in lowered productivity, increased absences and general indifference in the workplace or in the classroom.

The second response is frenetic. People are scrambling to assume more authority and to expand their duties and responsibilities. In doing so, they might be seen as “better,” “more worthy” and less vulnerable. For some, the result is disastrous. They are exhausted and burned-out. Further, by assuming duties for which they may not be trained or prepared, they have created chaos both for themselves and for others.

Fear is a powerful force. It’s environmental impact is immeasurable. Each of us has the power to alleviate some of the fear that uncertainty breeds. That power is through effective and on-going communication.

Change is a force in perpetual motion. Clearly, no one has all of the answers to all of the questions all of the time. We can, however, vastly improve our climate by sharing information as it becomes available. Too often, the flow of information stops. We should recognize and respect the needs of people at all levels to remain up-to-date about any changes that may effect the future of a college or the life of an individual.

Openness is sometimes difficult. People may withhold information for fear that it may upset others or because they may not recognize that people have an innate need to know. Our experience tells us that it is far less threatening and, ultimately, more satisfying and productive, to function in an open, communicative environment rather than in a community where information is not shared.

Uncertainty may elicit fear... fear breeds discontent... discontent provokes conflict. Our next Ombuds Observation will focus on the management of conflict in the workplace.

Congruent with its mission of neutral third party problem-solving and conflict resolution, Ombudservices continues to facilitate the pilot mediation program inaugurated in Autumn 1993. The program, known as the Intra-University Mediation Program (IUMP), offers mediation to students with conflicts involving diversity issues. Graduate students from the colleges of Law, Business, Social Work, Humanities, and Arts and Sciences have been specially trained to serve as mediators.

Mediation can help address the issues that inevitably arise when people of different races, religions, or sexual orientation come together. Mediation is a non-confrontational approach to conflict, where the parties in dispute determine the outcome of the dispute. Instead of acting as adversaries, students may become partners in the problem-solving process.

IUMP will present overviews of its mission and techniques to any interested student group on campus. To learn more about the program, contact Pat Williams in Ombudservices at 292-0307. If you or someone you know needs immediate assistance, call the IUMP hotline at 292-4088.
'Peer mediation' project at OSU focuses on diversity

By Alan D. Miller
Dispatch Higher Education Reporter

Two people from different worlds are thrust into a situation where they must live, work or study together.

One is Muslim, the other is Christian. Or one is black, the other white. One might be from urban America, the other from a farm in India. One could be old, the other young.

Such encounters happen hundreds of times a day on the Ohio State University campus, a virtual city of more than 50,000 people from all over the world. Friction is certain. And when things get too hot, arguments erupt. Feelings get hurt, or worse.

Traditional programs to sort out the problems tend to focus on resolving the issue at the center of the conflict, said Pat Williams of the OSU Office of Conflict Resolution. But that doesn't necessarily get to the root of the problem. "Nobody teaches mediation related to diversity," Williams said.

The real problem might be that the people involved don't understand each other because of differences in their backgrounds, their race or their genders, Williams said.

Williams is directing a pilot "peer mediation" program to address that. She has been counseling and mediating for 15 years and believes traditional approaches don't go far enough.

"When you throw in issues of race, color and ethnicity, it exacerbates the situation. Mediation is a way to resolve these issues without going through the formal adjudication process.

"And we want to look at ways to intervene before things escalate," she said.

The office has a hot line — 292-4088 — to take referrals.

The beauty of mediation, Williams said, is that it allows the people involved to have input in the resolution of the problem.

"You're more likely to hold onto it because you invested in it. You helped resolve it," she said.

The Intra-University Mediation Program at OSU is staffed by about 15 volunteers, all of them graduate or professional students.

The volunteers are of different races, ages, genders and ethnic backgrounds. They are trained and receive additional training on a regular basis.

"We have trained them to co-mediate," Williams said. "So if we have disputants who are male and female, we will put them with mediators who are male and female. It helps the process if they feel there is someone in the room who can relate to them.

"We have to bring people to a common corridor of understanding," Williams said.

Volunteer Laura Gargasz said such programs provide lasting benefits.

"I think that diversity issues, as a whole, are going to be increasingly important in the future," she said. "Not only do I have an interest in these campus issues, the program has become an important part of my education. It's something I can take with me."

Gargasz, from Amherst, Ohio, is working toward a master's degree in labor relations and human resource management.

"It's a terrific opportunity for me as an individual and for the university," she said. "We're all different. We just have to learn to live together. Diversity mediation is to make people aware that we are all different, but all very much the same."
Conflict is inevitable.

As we move through the course of any day, the potential for conflict exists everywhere. Each of us looks at the world in a different way and often our way and their way clash. From the minor and easily overlooked to the critical and potentially damaging or deeply hurtful, conflicts are very real part of our lives.

Conflict, in and of itself, is not a negative entity. Conflict can open the doors to discussion, understanding and positive change. It may provide the opportunity for collaboration and cooperation. Our focus, however, is unresolved conflict in the workplace. Often, seemingly trivial, unsettled disagreements have the potential to escalate to such enormity that they may ultimately result in severed relations and dysfunctional environments. In the most extreme cases, unresolved conflict may lead to court battles or acts of violence.

The majority of our waking hours are spent in the workplace. It is no small wonder, therefore, that our feelings and experiences at work affect our activities away from the University. Managing conflict in the workplace becomes a key to a more pleasant and satisfying life experience.

Perhaps the most frustrating aspect of workplace conflict is the feeling that we have no control. We feel threatened by our perception of others’ authority and power and often believe that it is safer to remain silent than to disagree. Or, if we are in positions with authority over others, we may be ill-prepared to confront conflict situations or extremely uncomfortable once we find ourselves in the middle of a dispute. In either case, our feelings of resentment and powerlessness may grow until our attitudes, contributions and performance suffer.

There are constructive methods we can utilize to address and resolve conflict in the workplace. We offer the following suggestions for your consideration:

1. Do not speak in anger. Allow yourself an opportunity to cool off before expressing your viewpoint. You do not want your message to be lost while others focus on your emotions.

2. It is not what you say but how you say it. Take care to avoid finger-pointing and accusations. De-personalize your comments to the extent that it is possible. Conflict resolution becomes more difficult when the involved parties are responding defensively.

3. Present your concerns in a calm, methodical manner. Some people find it helpful to make notes for themselves so that they can maintain their course and not overlook any comments they wish to make.

4. Allow the other party the opportunity to respond. Some people are good on their feet while others may require a bit of time to process your comments and formulate a response. A request for time is not necessarily an attempt to avoid you or the issues you have raised. The other party may simply need time to formulate her/his response.

5. If conflicts are on-going, keep notes of dates, events, and circumstances so that you have an accurate frame of reference.

6. Face-to-face discussions are best but there may be times that you feel you would not be able to present yourself well verbally. In that case, you may want to write a letter. The two advantages of writing are that you can choose your words thoughtfully and that you can monitor your level of emotional expression. Keep in mind that today’s seemingly innocent comments may appear far more damaging tomorrow. Therefore, it may be a good idea to wait a day before sending your document.

7. If the response to your concerns is unacceptable or if there is no response at all, try again.

8. When a conflict remains unresolved, you may decide to let it go or to continue to pursue an acceptable resolution. If you choose the latter, communicate with the person at the next level and ask for advice and assistance.

University Ombudsservices is a resource that may be helpful to you at any stage in the conflict resolution process. We may offer advice based on your unique situation and we will explain rules, procedures, and options that will help you operate from an informed standpoint. If it is appropriate and if you choose, we may intervene in order to help the process move toward resolution. Intervention might entail talking with all involved parties, synthesizing the concerns and issues, and, ultimately, offering recommendations for resolution. Ombudservices also offers both informal and formal mediation that will allow all parties to join together in order to find mutually acceptable answers and solutions within a neutral, confidential environment.
Ombuds Observations
Autumn Quarter 1994

For twenty-four years The Ohio State University has supported one independent unit where anyone associated with the university can bring concerns and questions about any aspect of University life. The unit is neutral, knowledgeable, impartial, and confidential; it advocates for equity, fairness and process. This unit is known as University Ombuds Services.

The services offered include: listening, providing information and explanations, impartial problem-solving/mediating/interfering; advising, developing problem-solving strategies; assisting clients to problem-solve for themselves; and recommending procedural change based on problem trends.

This issue of Ombuds Observations is devoted to a report and comparison of statistical data compiled from the casework of the Ombuds services' professional staff.

It is the nature of an ombuds office to keep its work quiet. While other departments appropriately share their accomplishments, the confidential nature of the ombuds office prevents public disclosure of its work. For that reason, our accountability can only be demonstrated through the use of numbers.

We invite your comments and questions and would be happy to discuss any aspect of our work.

Five-Year Statistical Case Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Cases</th>
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<tbody>
<tr>
<td>89-90</td>
<td>959</td>
</tr>
<tr>
<td>90-91</td>
<td>999(+40)</td>
</tr>
<tr>
<td>91-92</td>
<td>1,075(+76)</td>
</tr>
<tr>
<td>92-93</td>
<td>1,192(+117)</td>
</tr>
<tr>
<td>93-94</td>
<td>1,119(+73)</td>
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PROBLEM REPORTED
(Significant Categories)

<table>
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<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Grades/Marks</td>
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</tr>
<tr>
<td>Teaching Quality</td>
<td>125/ 12.5%</td>
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<tr>
<td>Course Management</td>
<td>137/ 12.7%</td>
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<tr>
<td>Gen. Acad. Concerns</td>
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<tr>
<td>Academic Requirements</td>
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<tr>
<td>Sub-total</td>
<td>279/ 29.0%</td>
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<tr>
<td>Academic Misconduct</td>
<td>300/ 33.0%</td>
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<tr>
<td>Sub-total**</td>
<td>438/ 40.7%</td>
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<tr>
<td>Student Financial Aid</td>
<td>17/ 1.8%</td>
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<tr>
<td>Employment/Staff</td>
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<tr>
<td>Sub-total</td>
<td>29/ 3.0%</td>
</tr>
<tr>
<td>TOTAL***</td>
<td>802/ 81.8%</td>
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<tr>
<td>Remaining Problems****</td>
<td>365/ 38.4%</td>
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<tr>
<td>Total Cases</td>
<td>1,192/ 100%</td>
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Client Type

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<tr>
<th>Category</th>
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</thead>
<tbody>
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<td>First Year</td>
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<tr>
<td>Sophomore</td>
<td>132/ 13.2%</td>
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<tr>
<td>Junior</td>
<td>135/ 13.5%</td>
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<tr>
<td>Senior</td>
<td>134/ 13.4%</td>
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<tr>
<td>Graduate Student</td>
<td>130/ 13.2%</td>
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<tr>
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<td>16/ 1.6%</td>
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<tr>
<td>Continuing Education</td>
<td>17/ 1.7%</td>
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<tr>
<td>STUDENT TOTAL:</td>
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<tr>
<td>Faculty</td>
<td>74/ 7.4%</td>
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<tr>
<td>Staff</td>
<td>137/ 13.7%</td>
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<tr>
<td>Alumni</td>
<td>18/ 1.8%</td>
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<tr>
<td>Family</td>
<td>62/ 6.2%</td>
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<tr>
<td>Mixed Group</td>
<td>6/ 0.6%</td>
</tr>
<tr>
<td>Female</td>
<td>533/ 53.4%</td>
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<tr>
<td>Male</td>
<td>466/ 46.6%</td>
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<tr>
<td>Academic</td>
<td>482/ 49.2%</td>
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<tr>
<td>Non-Academic</td>
<td>517/ 51.8%</td>
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<td>Initial Significant Contact Mode:</td>
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<tr>
<td>Telephone</td>
<td>627/ 62.8%</td>
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<td>Walk-in</td>
<td>909/ 9.0%</td>
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<td>Appointment</td>
<td>245/ 24.5%</td>
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<td>Correspondence</td>
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<td>Number of Ombuds(FTE)/Case Load per Ombud:</td>
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<td>Number of Ombuds(FTE)/Case Load per Ombud:</td>
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</tr>
<tr>
<td>Number of Ombuds(FTE)/Case Load per Ombud:</td>
<td>4.5/255</td>
</tr>
<tr>
<td>Number of Ombuds(FTE)/Case Load per Ombud:</td>
<td>355/308.5</td>
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</tbody>
</table>

In 1993-94, of the total case load:
* 36.9% was generated from situations relating to teaching and course curriculum management.
** 40.9% was generated from 5 academic concerns.
*** 61.9% was generated from 8 of 46 possible categories of concern.
**** 38.1% was generated from the 30 remaining categories of concern.
***** 0.36% (1 case) of this reduction resulted from a release of time for one Ombud to pursue a joint mobilization project with the College of Law.

Ombuds Observations is a publication of the Office of University Ombuds Services.
HOLLINGSWORTH TAKES NEW ASSIGNMENT, OMBUDSERVICES PHASED OUT

COLUMBUS -- A report recommending that the Office of Ombudservices at The Ohio State University "be phased out as soon as administratively convenient," has been accepted by President E. Gordon Gee.

The final report of the Committee to Review Ombudservices also calls for an assessment of the interrelationships of the many dispute resolution mechanisms now in place on campus. The review would determine whether there are problems not being addressed in the system and how the system can be improved.

Richard A. Hollingsworth, currently assistant vice president for student affairs and dean of students, soon will join Gee's staff as special assistant for campus life. His first assignment will be to implement the recommendations of the report.

In making the announcement, Gee said: "I want to apply Rich's considerable experience and insight to a wide range of issues impacting the quality of life of faculty, staff and students. I am confident that Rich will not only implement a
smooth transition in Ombudservices, but also will help us develop a clearer sense of institutional values and a greater sense of community. I am delighted that he is taking on this new responsibility."

The report had recommended that an appointment be made of what the review committee called "a wise old owl... to assess the extent to which problems are not being addressed in the system" and how the system can be improved.

Hollingsworth's appointment will be effective Sept. 29. He also is an adjunct professor of educational policy and leadership. He has been with the university for 23 years.

Hollingsworth said, "My goal over the next year will be to examine the degree to which our systems are accessible, coordinated, non-duplicative and, most importantly, responsive at a human level to the needs of all members of our community.

"My energies will be directed at assisting the experienced and dedicated Ombudservices staff in finding new job placements, and overseeing the transition to other resources for persons who utilize the office. I will consult with the leadership of the University Senate regarding the transition. Before the doors are closed, we will identify an alternative mechanism through which any member of the community can pursue resolution of disputes."

In its final report, the review committee found that only four ombuds offices remain in comparable universities nationwide, none in the Big Ten. It also reported that, since ombuds offices were created in the late 1960s, "mechanisms to resolve conflict have proliferated" at Ohio State.

#

Contact: Malcolm Baroway, executive director, University Communications, (614) 292-6895.
Student Advocacy Center to replace Ombudservices

Ohio State’s Ombudservices, located in room 464 in the Ohio Union, will close its doors March 29, according to Richard A. Hollingsworth, special assistant to the president’s office.

Hollingsworth was appointed to oversee the phase out of the service. In its absence, student cases are being referred to the Student Advocacy Center, Hollingsworth said.

“I have been working with the director of the Student Advocacy Center to make sure that students referred there get the kind of assistance they need,” he said.

The Student Advocacy Center, in room 205 of the Ohio Union, opened in Autumn Quarter of 1995. It was created in response to the recommendation of the Committee on the Undergraduate Experience.

Mary Basinger, formerly an assistant to OSU President E. Gordon Gee, was appointed as director of the center.

“The committee oversees the life of the OSU student, Basinger said. It not only helps to resolve problems, but also acts as a referral service, she said.

“The Student Advocacy (Center) is my best friend,” said Chad McCoury, a transfer student majoring in education. “I would not have made it through my first quarter without the center,” he said.

McCoury said he does not go to the financial aid office or traffic and parking because he can’t get through to the offices or he doesn’t get the right answers.

“I go straight to the center,” he said. “You will have an answer, no matter what, within a week.”

During Autumn Quarter, the center was contacted by 500 students, 200 of which were for quick referrals and answers, Basinger said.

Most visits were for academic and financial aid issues, she said.

The center also deals with student deaths, Basinger said.

“We withdraw students and make sure that the appropriate people know that the student has died,” Basinger said.

The center has two full-time employees, one graduate student and some retired faculty members who are serving as volunteers, Basinger said.

The Ombudoffice’s purpose was to try and resolve individual grievances of people in the university community. It is being phased out in accordance with the recommendation of an ad hoc committee appointed by Gee to review the office.

Along with the recommendation to phase out the Ombudoffice, the report recommended the two-year appointment of a faculty member. Hollingsworth has been appointed to that position. He will be responsible for increasing campus awareness of existing conflict resolution procedures.

The office will be staffed by one Ombudperson, two assistant Ombudpersons, one secretary and a typist.

Hollingsworth said it is also his responsibility to provide assistance to the Ombudstaff in pursuing other jobs on campus.