

# Office of the Ombudsman

Annual Report  
2022 – 2023

# ANNUAL REPORT

## July 2022 – June 2023

### Message from the Ombudsman

I am delighted to present my office's fourth annual report to the Prince William County Public Schools (PWCS) community. As I complete my first full school year as the PWCS Ombudsman, I would like to thank everyone who reached out to my office or referred others. Since the office's inception in 2019, there has been an impressive 89% increase in visitors. This steady growth underscores how beneficial having an Ombudsman's office within PWCS has been.

One of the most significant benefits of the office is the emphasis on confidentiality – a “safe space” where visitors can voice their concerns without fear of retaliation or judgment. This environment encourages open conversations about issues that might otherwise go unnoticed. While conflicts are a natural part of life, when not managed properly, they can impede success, productivity, and innovation. My aim is to help those who seek assistance by providing them with the tools and resources to address their conflicts constructively.

Many who come to the office are unsure what to expect. I hope those who have reached out felt welcomed and heard. I would appreciate your feedback regarding the report or any other subject. Please don't hesitate to reach out to me via phone, email or through our [confidential survey](#).

Lastly, I am grateful for the positive and collaborative way the PWCS community has embraced the Ombudsman role. It's incredibly rewarding to be a part of an organization dedicated to ongoing improvement. I extend my personal thanks to the School Board, Dr. McDade, PWCS staff, and the community for their unwavering support. Looking ahead to the 2023-2024 school year, I am excited about the opportunity to continue serving all those who seek assistance.

Take care,  
**Monique “Mo” Bookstein**  
Ombudsman

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### Office Overview

The PWCS Office of the Ombudsman operates in accordance with the International Ombuds Association (IOA) Code of Ethics. The IOA is dedicated to excellence in Organizational Ombuds<sup>1</sup> practice. The Code of Ethics provides Practice Principles and Core Values that are the foundation for the IOA Standards of Practice.



The people who visit the Ombudsman’s office may do so for many reasons. They may be looking for a particular result or want to discuss the situation before deciding on a course of action. The Ombudsman’s office seeks to empower those who contact the office to resolve issues on their own if possible. Depending on the situation, the Ombudsman’s office may utilize different methods/techniques to help the visitor<sup>2</sup>. Some of the common methods/techniques used include:

- Listening and helping the visitor to identify the underlying causes;
- Act as a neutral sounding board;
- Providing information and exploring options available to visitors;
- Facilitating discussions between parties to resolve issues, as requested and as appropriate;
- Collecting data on emerging trends and patterns while safeguarding anonymity;
- Utilize data to bring systemic and organizational concerns to the attention of the School Board and the Division Superintendent.

While the Ombudsman’s office can assist most individuals, there are some actions the Ombudsman **CANNOT** take, such as:

- Be an advocate for the visitor or PWCS;
- Conduct formal investigations;
- Enforce laws or regulations;
- Provide legal advice or representation;
- Serve as official notice to the organization;
- Make or change policy or administrative decisions.

The Ombudsman’s office staff is composed of Ombudsman, Mo Bookstein and Ombuds Specialist, Rosamaria Manzines.

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<sup>1</sup> The term “Ombuds” includes all applicable nomenclature in use for an organizational ombudsperson.

<sup>2</sup> The term “visitor” is generally accepted to describe those who engage the services of the Ombudsman.

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### IOA Core Values

The Ombuds role requires Ombuds to conduct themselves as professionals. The following Core Values are essential to the work of the Ombuds:

- Act with honesty and integrity;
- Promote fairness and support fair process;
- Remain non-judgmental, with empathy and respect for individual differences;
- Promote dignity, diversity, equity, inclusion, and belonging;
- Communicate accurate understanding through active listening;
- Promote individual empowerment, self-determination, and collaborative problem solving; and
- Endeavor to be an accessible, trusted, and respected informal resource.

### Fundamental Principles

#### *Confidentiality*

All communications with those seeking assistance are held in strict confidence and are not disclosed unless given permission to do so to the extent permissible by law<sup>3</sup>. The exception is where the Ombudsman believes there is a risk of serious harm. The PWCS Ombudsman is a mandated reporter of suspected child abuse/neglect as well as allegations of sexual harassment pursuant to Title IX.

#### *Impartiality/Neutrality*

The Ombudsman, as a designated neutral, remains unaligned and impartial.

#### *Independence*

The Office of the Ombudsman is independent in structure, function, and appearance to the highest degree possible within the organization. The PWCS Office of the Ombudsman reports to the School Board and Division Superintendent.

#### *Informality*

The Office of the Ombudsman is an informal resource, [and] does not participate in any formal adjudicative or administrative procedure related to concerns brought to his/her attention.

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<sup>3</sup> The Office of the Ombudsman is not affiliated with any compliance function and does NOT serve as an agent of notice.

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### Working with the Ombudsman

When an individual or group of people reaches out to the office, the following steps below are worked through either in the initial meeting or over the course of several meetings. For examples of visitor feedback, see Appendix C.

#### Initial Conversation

Set up a time to meet privately and confidentially either in person, virtually, or over the phone.

#### Clarify Roles

Review the standards of practice and answer any questions about the office, role, and how the office works.

#### Understand the Situation

Listen and ask questions to understand the situation from the visitor's perspective, not to decide who is right or wrong.

#### Analysis

Work with the visitor to look at the issue in a different way by thinking about other parties, issues, relationships, and causation.

#### Explore Options

Identify potential options which may help to address the situation.

#### Next Steps

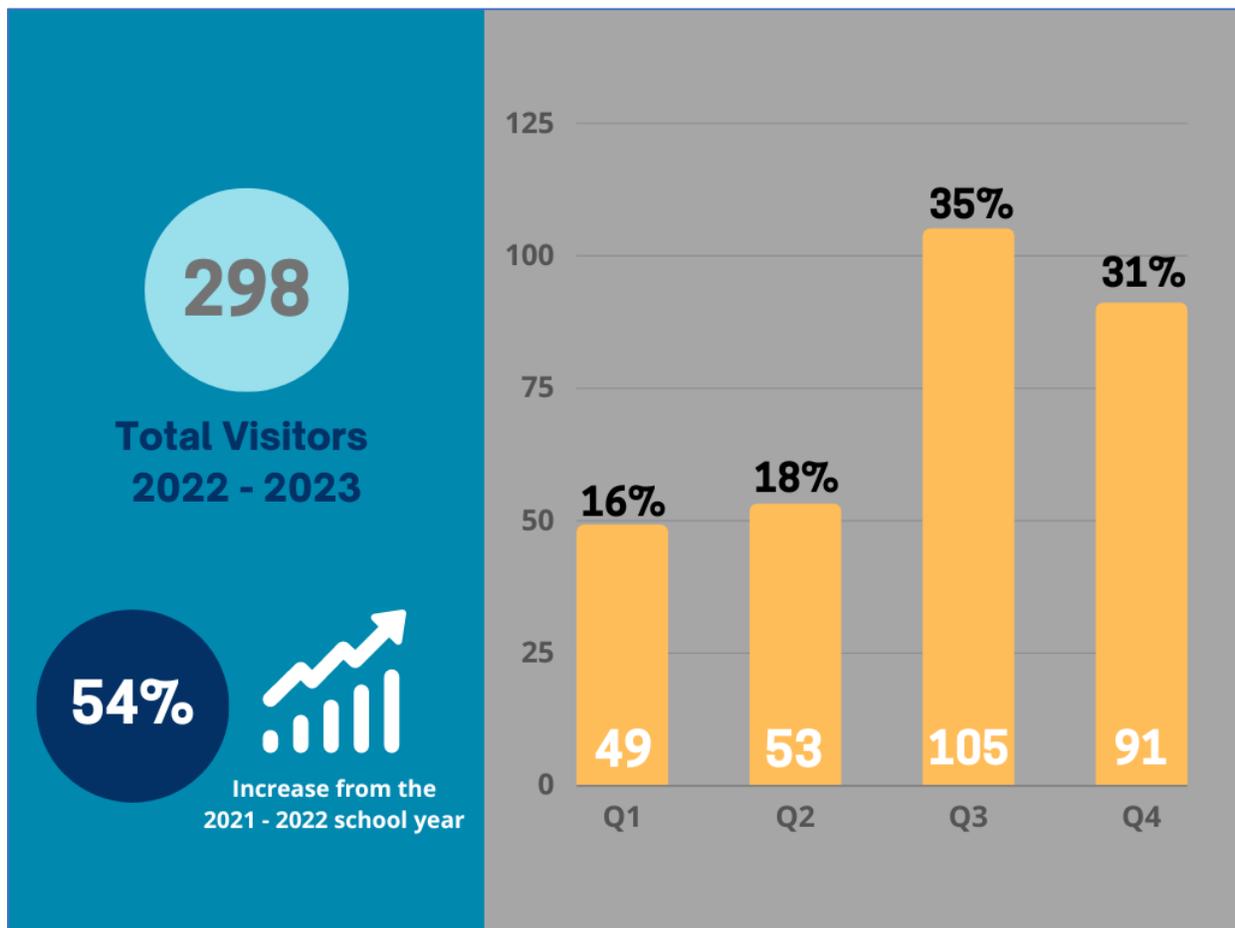
As the visitor determines their way forward, the office may be involved as long as it is within the scope of the office.

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## July 2022 – June 2023

### Year in Review

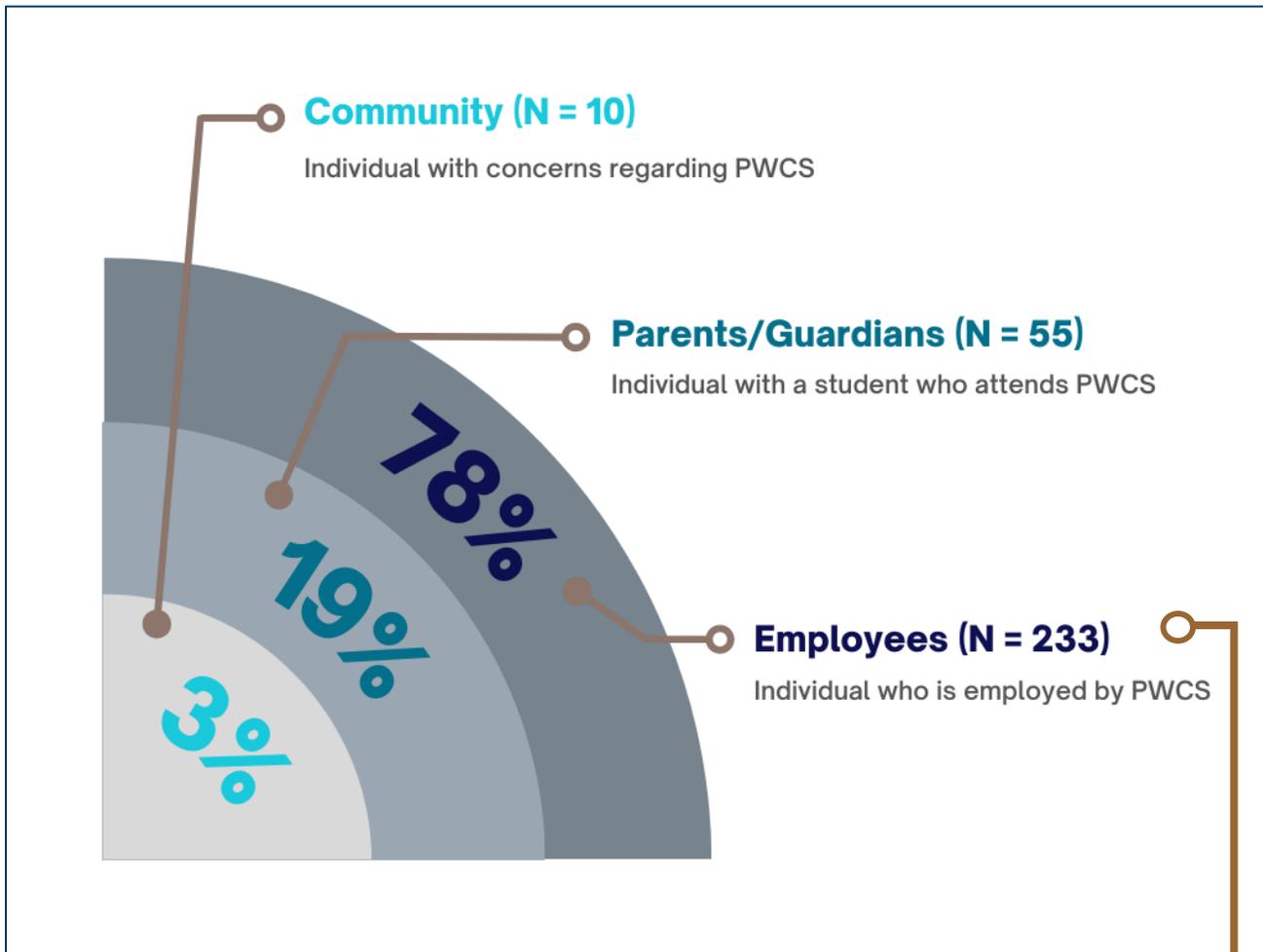
The Office of the Ombudsman continues to provide parents, students, employees, and members of the school community with assistance in resolving school-related concerns, conflicts, and issues. A single “case” is defined by the individual who is experiencing the conflict.



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## July 2022 – June 2023

### Visitor Demographics



### Classification of Employee Visitors

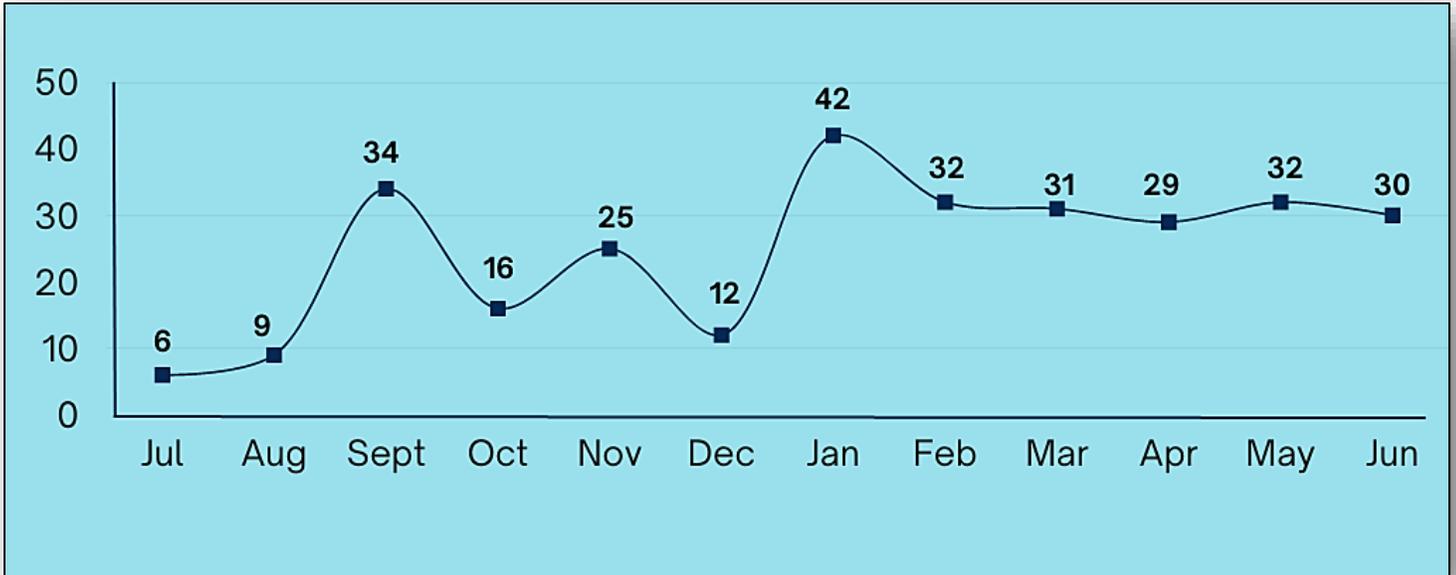


# ANNUAL REPORT

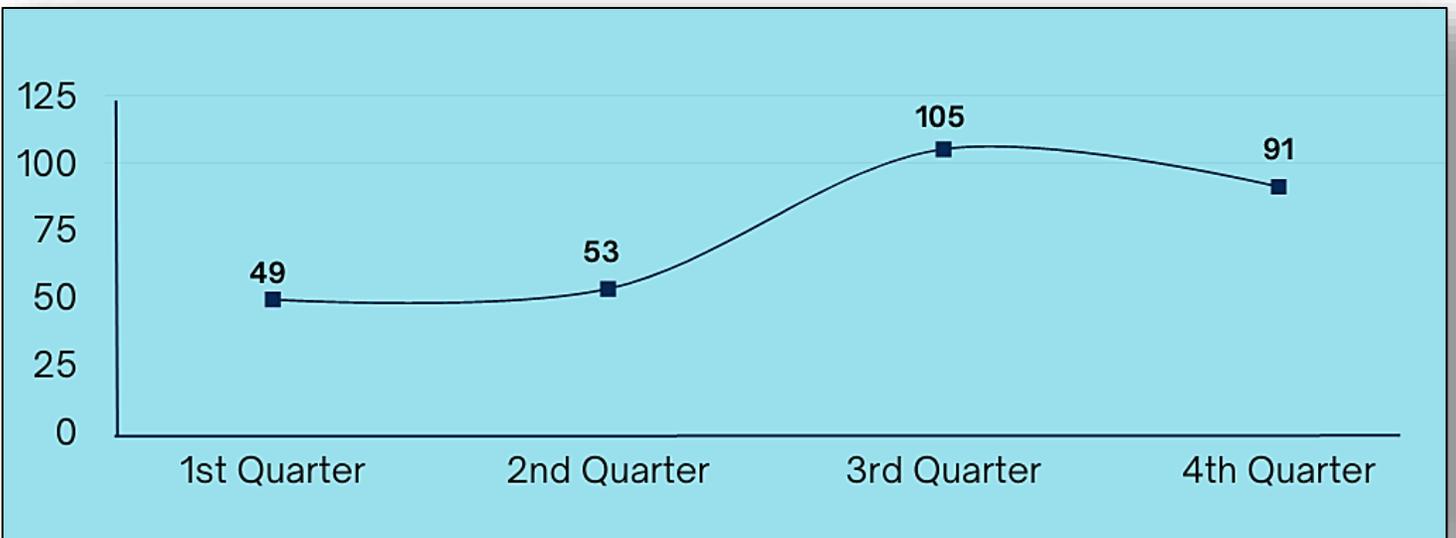
## July 2022 – June 2023

### Visitor Contacts

Per Month



Per Quarter



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## July 2022 – June 2023

### Visitor Contacts by School Level



#### Employees

- **Elementary School**

80 visitors who contacted the office work at this level

- **Middle School**

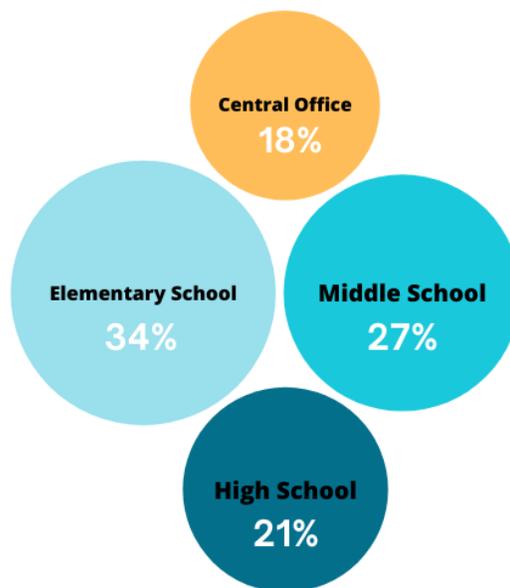
64 visitors who contacted the office work at this level

- **High School**

48 visitors who contacted the office work at this level

- **Central Office**

41 visitors who contacted the office work at this level



#### Parents/Guardians and Community

- **Middle School**

29 visitors raised concerns with this level

- **Elementary School**

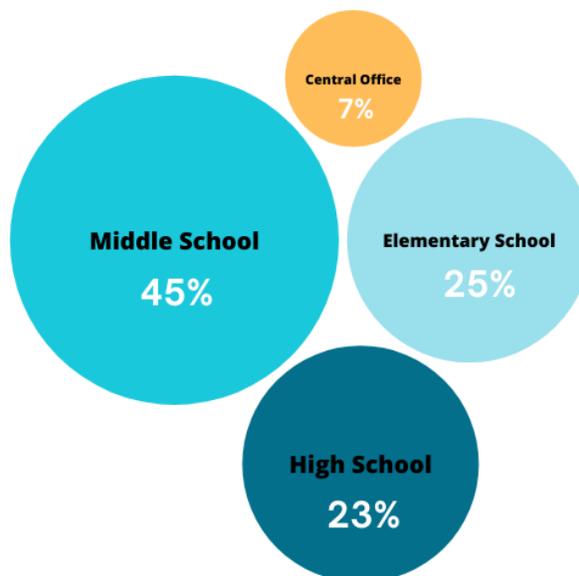
16 visitors raised concerns with this level

- **High School**

15 visitors raised concerns with this level

- **Central Office**

5 visitors raised concerns with this level or with PWCS policies/regulations



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### Uniform Reporting Categories Descriptions

Below are the IOA Uniform Reporting Categories. This is a list of categories developed by the IOA and used by Ombudsmen around the world to anonymously classify the types of issues brought to their offices and identify trends in requests for services. A more detailed explanation of each category and sub-category can be found under Appendix A.

- 1. Compensation & Benefits**  
Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.
- 2. Evaluative Relationships**  
Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)
- 3. Peer and Colleague Relationships**  
Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory-employee or student-professor relationship (e.g., two staff members within the same department or conflict involving members of a student organization.)
- 4. Career Progression and Development**  
Questions, concerns, issues or inquiries about administrative processes and decisions regarding entering and leaving a job, what it entails, (i.e., recruitment, nature and place of assignment, job security, and separation.)
- 5. Legal, Regulatory, Financial, and Compliance**  
Questions, concerns, issues or inquiries that may create a legal risk (financial, sanction etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse.
- 6. Safety, Health, and Physical Environment**  
Questions, concerns, issues or inquiries about Safety, Health and Infrastructure-related issues.
- 7. Services/Administrative Issues**  
Questions, concerns, issues or inquiries about services or administrative offices including from external parties.
- 8. Organizational, Strategic, and Mission Related**  
Questions, concerns, issues or inquiries that relate to the whole or some part of an organization.
- 9. Values, Ethics, and Standards**  
Questions, concerns, issues or inquiries about the fairness of organizational values, ethics, and/or standards, the application of related policies and/or procedures, or the need for creation or revision of policies, and/or standards.

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### Uniform Reporting Categories Data

Visitors often express concerns related to more than one category. Within each category there are numerous subcategories. For a more detailed explanation of this data, see Appendix B.

Specific Issue Category	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
1. Compensation & Benefits	7	10	7	9
2. Evaluative Relationships	211	360	248	704
3. Peer and Colleague Relationships	16	53	51	102
4. Career Progression and Development	26	15	25	42
5. Legal, Regulatory, Financial, and Compliance	41	46	17	29
6. Safety, Health, and Physical Environment	14	84	31	62
7. Services/Administrative Issues	93	52	133	204
8. Organizational, Strategic, and Mission Related	38	25	56	189
9. Values, Ethics, and Standards	10	34	22	29

### Top Categories 2022 - 2023



**51%**

Evaluative Relationships



**15%**

Services/Administrative Issues



**14%**

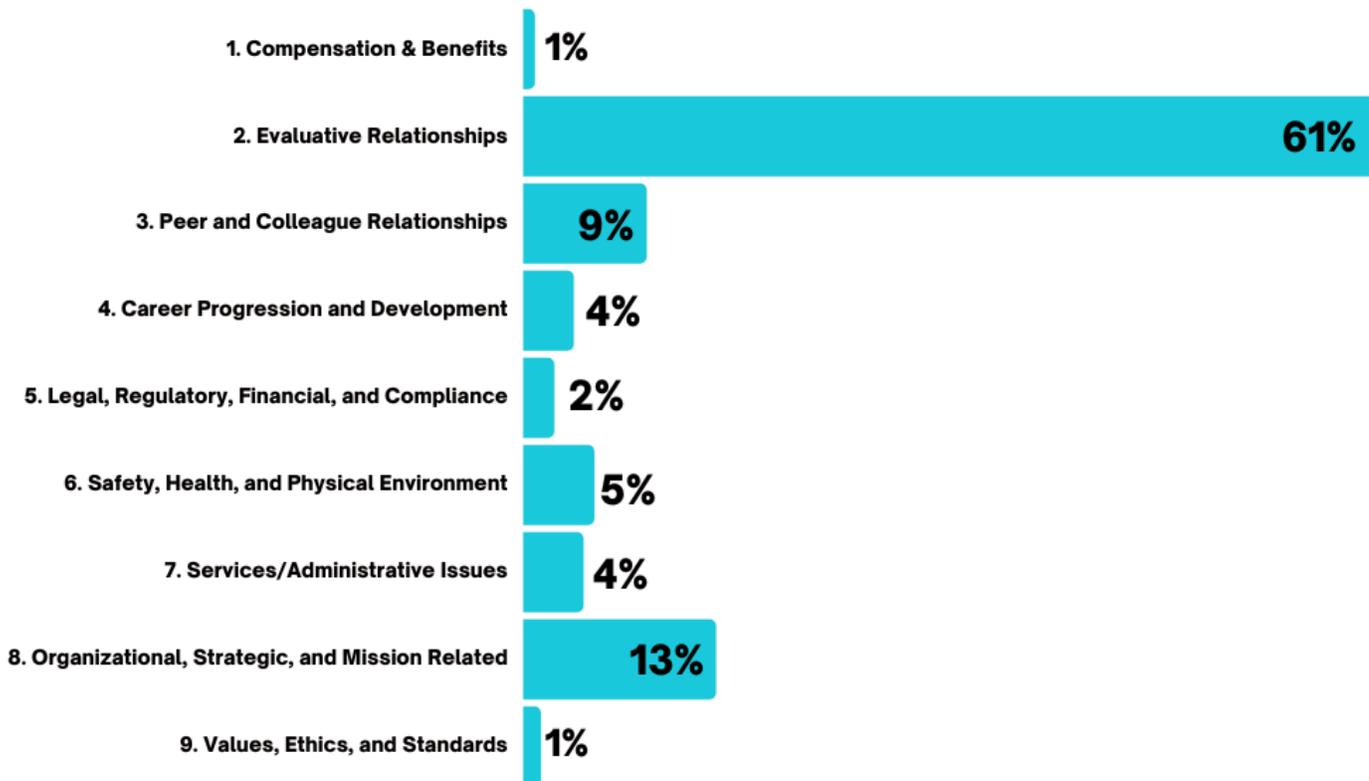
Organizational, Strategic, and Mission Related

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## July 2022 – June 2023

### Concerns Expressed by Employee Visitors

**Category 2 Evaluative Relationships** is the highest category of concerns expressed by Employee visitors. For a more detailed explanation of this data, see Appendix B.



### Most Often Expressed Sub-Category

**2.e** Communication

*Quality and/or quantity of communication*

**2.0** Supervisory Effectiveness

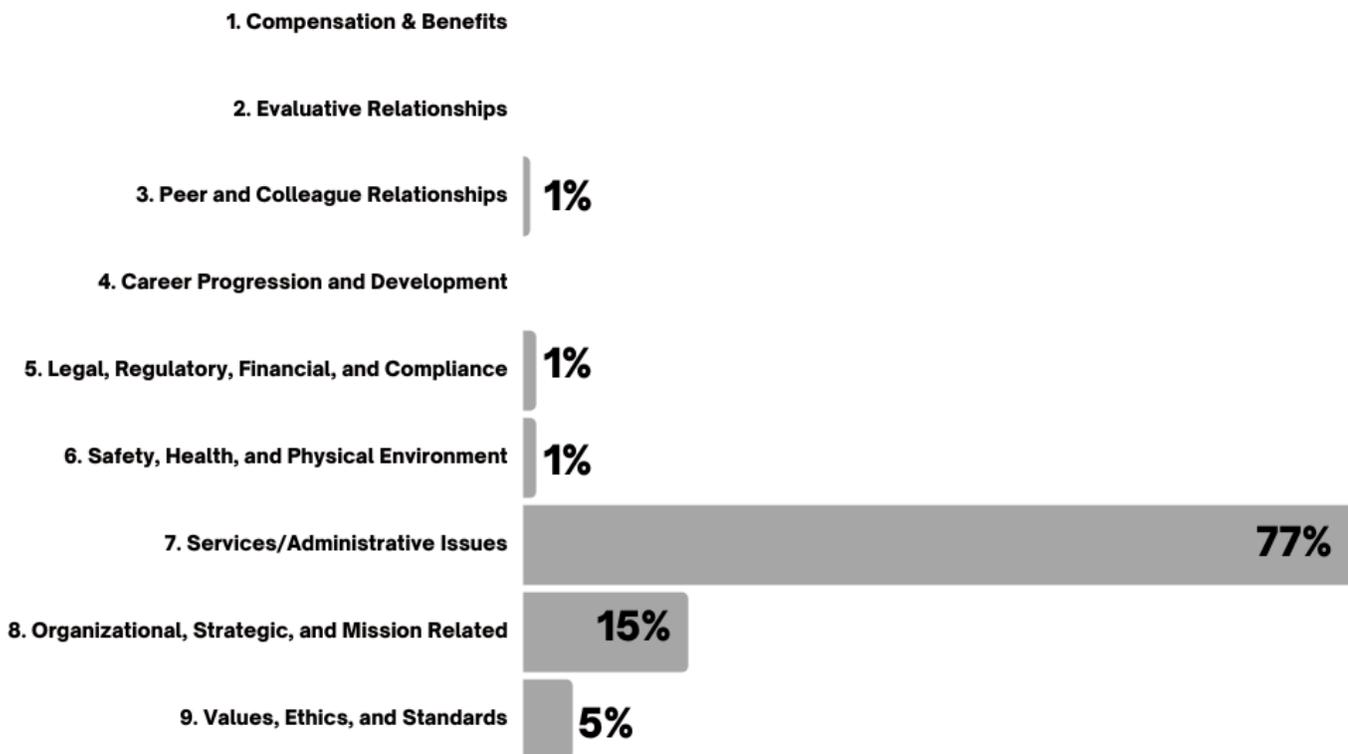
*Management of department or classroom, failure to address issues*

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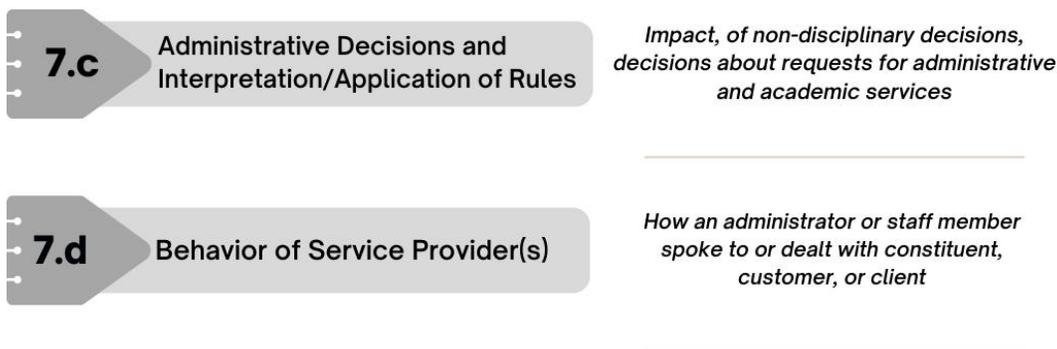
## July 2022 – June 2023

### Concerns Expressed by Parent/Guardian Visitors

**Category 7 Services/Administrative Issues** is the highest category of concerns expressed by Parent/Guardian visitors. For a more detailed explanation of this data, see Appendix B.



### Most Often Expressed Sub-Category

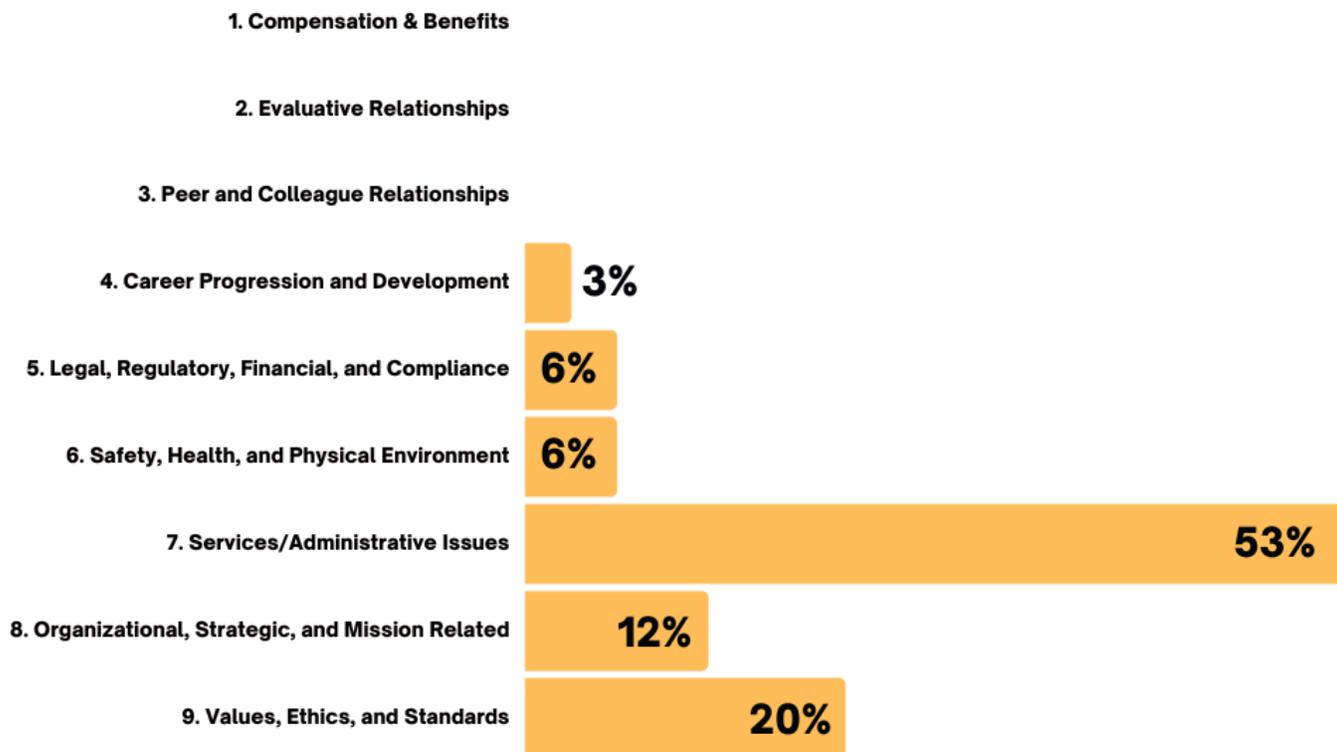


# ANNUAL REPORT

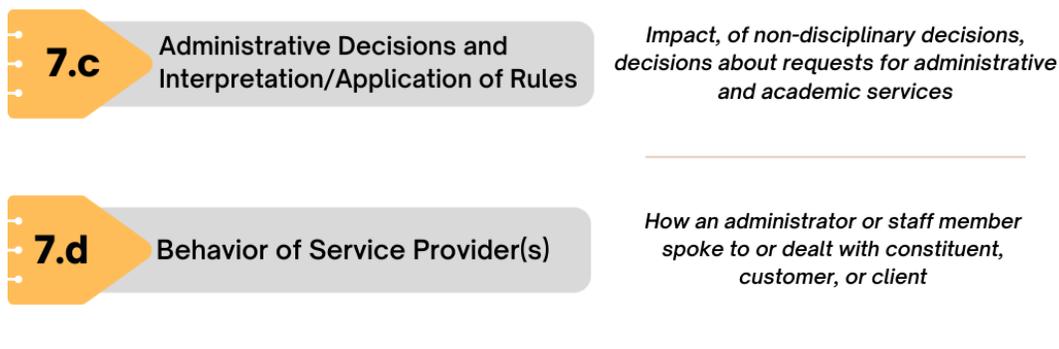
## July 2022 – June 2023

### Concerns Expressed by Community Visitors

**Category 7 Services/Administrative Issues** is the highest category of concerns expressed by Community visitors. For a more detailed explanation of this data, see Appendix B.



### Most Often Expressed Sub-Category



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### Outreach

The Ombudsman met with principals at the elementary, middle, and high school level. These meetings served as an opportunity to provide information about the office and to learn about the school, staff, and community they serve. During these meetings, the Ombudsman distributed new educational material regarding the office. The material was targeted for staff, parents/guardians, and community awareness of the office.

A robust internal and external website was developed for the office. The Ombudsman ensured both websites were organized in such a way that made it easy for the visitor to find information about the office.

The Ombudsman worked with the Communications Department to develop a video highlighting the role within PWCS and how the Ombudsman assists visitors. The video was advertised in various communication newsletters to staff, parents/guardians, and community.

The Ombudsman developed and presented the course “Think Before You Speak...It’s All About Perspective” at the annual PWCS Classified Employee Conference.

The Ombudsman connected with those serving in the Parent Liaison position at all schools to explain the role and provide a fact sheet about the office which could be provided to parents in their native language.

Finally, the Ombudsman began serving in the leadership role for the IOA’s K-12 Ombudsman group. This group has over 40 members who serve in the K-12 Ombudsman field throughout the United States. In this position, the Ombudsman provides leadership, guidance, and support for their programs.

### Professional Development

The Ombudsman attended the following training:

- IOA’s course on “Understanding and Communicate Ombuds Value to Your Organization”;
- IOA’s course on “Coaching with Emotional Intelligence”;
- IOA’s course on “Effective Communication”;
- Attended the IOA Annual Conference;
- Attended the United States Ombudsman Association (USOA) Annual Conference;

The Ombudsman was also an active participant in the IOA, USOA, and the Association for Conflict Resolution.

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### Contact Information

To learn about the PWCS Office of the Ombudsman and how the office can support you, please visit our [website](#).

**Feel free to contact the office anytime to:**

- Address a workplace conflict or school-related concern;
- Ask questions involving PWCS policies, regulations, and/or practices;
- Discuss a potential systemic concern;
- Schedule training on a conflict-related topic.

Due to the confidential nature of the office, visitors are seen by appointment either in-person, virtually, or over the phone. To schedule an appointment directly, please use our [online booking system](#).

The Ombudsman's office is located at: Independent Hill Complex  
14800 Joplin Road, T 50-01  
Manassas, VA 20112

For any questions/concerns, you can contact us in the following ways:

**Email:** [ombuds@pwcs.edu](mailto:ombuds@pwcs.edu)

**Phone:** 703-791-8587

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### Appendix A

## INTERNATIONAL OMBUDSMAN ASSOCIATION Uniform Reporting Categories

VERSION 2  
October 2007

### 1. Compensation & Benefits

Questions, concerns, issues or inquiries about the equity, appropriateness and competitiveness of employee compensation, benefits and other benefit programs.

- 1.a **Compensation** (rate of pay, salary amount, job salary classification/level)
  - 1.b **Payroll** (administration of pay, check wrong or delayed)
  - 1.c **Benefits** (decisions related to medical, dental, life, vacation/sick leave, education, worker's compensation insurance, etc.)
  - 1.d **Retirement, Pension** (eligibility, calculation of amount, retirement pension benefits)
  - 1.e **Other** (any other employee compensation or benefit not described by the above sub-categories)
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### 2. Evaluative Relationships

Questions, concerns, issues or inquiries arising between people in evaluative relationships (i.e. supervisor-employee, faculty-student.)

- 2.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
- 2.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
- 2.c **Trust/Integrity** (suspicion that others are not being honest, whether or to what extent one wishes to be honest, etc.)
- 2.d **Reputation** (possible impact of rumors and/or gossip about professional or personal matters)
- 2.e **Communication** (quality and/or quantity of communication)
- 2.f **Bullying, Mobbing** (abusive, threatening, and/or coercive behaviors)
- 2.g **Diversity-Related** (comments or behaviors perceived to be insensitive, offensive, or intolerant on the basis of an identity-related difference such as race, gender, nationality, sexual orientation)
- 2.h **Retaliation** (punitive behaviors for previous actions or comments, whistleblower)
- 2.i **Physical Violence** (actual or threats of bodily harm to another)
- 2.j **Assignments/Schedules** (appropriateness or fairness of tasks, expected volume of work)
- 2.k **Feedback** (feedback or recognition given, or responses to feedback received)
- 2.l **Consultation** (requests for help in dealing with issues between two or more individuals they supervise/teach or with other unusual situations in evaluative relationships)

### 2.m Performance Appraisal/Grading

(job/academic performance in formal or informal evaluation)

- 2.n **Departmental Climate** (prevailing behaviors, norms, or attitudes within a department for which supervisors or faculty have responsibility.)
  - 2.o **Supervisory Effectiveness** (management of department or classroom, failure to address issues)
  - 2.p **Insubordination** (refusal to do what is asked)
  - 2.q **Discipline** (appropriateness, timeliness, requirements, alternatives, or options for responding)
  - 2.r **Equity of Treatment** (favoritism, one or more individuals receive preferential treatment)
  - 2.s **Other** (any other evaluative relationship not described by the above sub-categories)
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### 3. Peer and Colleague Relationships

Questions, concerns, issues or inquiries involving peers or colleagues who do not have a supervisory-employee or student-professor relationship (e.g., two staff members within the same department or conflict involving members of a student organization.)

- 3.a **Priorities, Values, Beliefs** (differences about what should be considered important – or most important – often rooted in ethical or moral beliefs)
  - 3.b **Respect/Treatment** (demonstrations of inappropriate regard for people, not listening, rudeness, crudeness, etc.)
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  - 3.i **Physical Violence** (actual or threats of bodily harm to another)
  - 3.j **Other** (any peer or colleague relationship not described by the above sub-categories)
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### 4. Career Progression and Development

Questions, concerns, issues or inquiries about administrative processes and decisions regarding entering and leaving a job, what it entails, (i.e., recruitment, nature and place of assignment, job security, and separation.)

- 4.a **Job Application/Selection and Recruitment Processes** (recruitment and selection processes, facilitation of job applications, short-listing and criteria for selection, disputed decisions linked to recruitment and selection)
  - 4.b **Job Classification and Description** (changes or disagreements over requirements of assignment, appropriate tasks)
  - 4.c **Involuntary Transfer/Change of Assignment** (notice, selection and special dislocation rights/benefits, removal from prior duties, unrequested change of work tasks)
  - 4.d **Tenure/Position Security/Ambiguity** (security of position or contract, provision of secure contractual categories)
  - 4.e **Career Progression** (promotion, reappointment, or tenure)
  - 4.f **Rotation and Duration of Assignment** (non-completion or over-extension of assignments in specific settings/countries, lack of access or involuntary transfer to specific roles/assignments, requests for transfer to other places/duties/roles)
  - 4.g **Resignation** (concerns about whether or how to voluntarily terminate employment or how such a decision might be communicated appropriately)
  - 4.h **Termination/Non-Renewal** (end of contract, non-renewal of contract, disputed permanent separation from organization)
  - 4.i **Re-employment of Former or Retired Staff** (loss of competitive advantages associated with re-hiring retired staff, favoritism)
  - 4.j **Position Elimination** (elimination or abolition of an individual's position)
  - 4.k **Career Development, Coaching, Mentoring** (classroom, on-the-job, and varied assignments as training and developmental opportunities)
  - 4.l **Other** (any other issues linked to recruitment, assignment, job security or separation not described by the above sub-categories)
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### 5. Legal, Regulatory, Financial and Compliance

Questions, concerns, issues or inquiries that may create a legal risk (financial, sanction etc.) for the organization or its members if not addressed, including issues related to waste, fraud or abuse.

- 5.a **Criminal Activity** (threats or crimes planned, observed, or experienced, fraud)
- 5.b **Business and Financial Practices** (inappropriate actions that abuse or waste organizational finances, facilities or equipment)
- 5.c **Harassment** (unwelcome physical, verbal, written, e-mail, audio, video psychological or sexual conduct that creates a hostile or intimidating environment)
- 5.d **Discrimination** (different treatment compared with others or exclusion from some benefit on the basis of, for example, gender, race, age, national origin, religion, etc. [being part of an Equal Employment Opportunity protected category – applies in the U.S.] )
- 5.e **Disability, Temporary or Permanent, Reasonable Accommodation** (extra time on exams, provision of assistive technology, interpreters, or Braille materials including questions on policies, etc. for people with disabilities)
- 5.f **Accessibility** (removal of physical barriers, providing ramps, elevators, etc.)
- 5.g **Intellectual Property Rights** (e.g., copyright and patent infringement)
- 5.h **Privacy and Security of Information** (release or access to individual or organizational private or confidential information)
- 5.i **Property Damage** (personal property damage, liabilities)
- 5.j **Other** (any other legal, financial and compliance issue not described by the above sub-categories)

### 6. Safety, Health, and Physical Environment

Questions, concerns, issues or inquiries about Safety, Health and Infrastructure-related issues.

- 6.a **Safety** (physical safety, injury, medical evacuation, meeting federal and state requirements for training and equipment)
- 6.b **Physical Working/Living Conditions** (temperature, odors, noise, available space, lighting, etc)
- 6.c **Ergonomics** (proper set-up of workstation affecting physical functioning)
- 6.d **Cleanliness** (sanitary conditions and facilities to prevent the spread of disease)
- 6.e **Security** (adequate lighting in parking lots, metal detectors, guards, limited access to building by outsiders, anti-terrorists measures (not for classifying "compromise of classified or top secret" information)

- 6.f **Telework/Flexplace** (ability to work from home or other location because of business or personal need, e.g., in case of man-made or natural emergency)
- 6.g **Safety Equipment** (access to/use of safety equipment as well as access to or use of safety equipment, e.g., fire extinguisher)
- 6.h **Environmental Policies** (policies not being followed, being unfair ineffective, cumbersome)
- 6.i **Work Related Stress and Work-Life Balance** (Post-Traumatic Stress, Critical Incident Response, internal/external stress, e.g. divorce, shooting, caring for sick, injured)
- 6.j **Other** (any safety, health, or physical environment issue not described by the above sub-categories)

### 7. Services/Administrative Issues

Questions, concerns, issues or inquiries about services or administrative offices including from external parties.

- 7.a **Quality of Services** (how well services were provided, accuracy or thoroughness of information, competence, etc.)
- 7.b **Responsiveness/Timeliness** (time involved in getting a response or return call or about the time for a complete response to be provided)
- 7.c **Administrative Decisions and Interpretation/Application of Rules** (impact of non-disciplinary decisions, decisions about requests for administrative and academic services, e.g., exceptions to policy deadlines or limits, refund requests, appeals of library or parking fines, application for financial aid, etc.)
- 7.d **Behavior of Service Provider(s)** (how an administrator or staff member spoke to or dealt with a constituent, customer, or client, e.g., rude, inattentive, or impatient)
- 7.e **Other** (any services or administrative issue not described by the above sub-categories)

### 8. Organizational, Strategic, and Mission Related

Questions, concerns, issues or inquiries that relate to the whole or some part of an organization.

- 8.a **Strategic and Mission-Related/ Strategic and Technical Management** (principles, decisions and actions related to where and how the organization is moving)
- 8.b **Leadership and Management** (quality/capacity of management and/or management/leadership decisions, suggested training, reassignments and reorganizations)

- 8.c **Use of Positional Power/Authority** (lack or abuse of power provided by individual's position)
- 8.d **Communication** (content, style, timing, effects and amount of organizational and leader's communication, quality of communication about strategic issues)
- 8.e **Restructuring and Relocation** (issues related to broad scope planned or actual restructuring and/or relocation affecting the whole or major divisions of an organization, e.g. downsizing, off shoring, outsourcing)
- 8.f **Organizational Climate** (issues related to organizational morale and/or capacity for functioning)
- 8.g **Change Management** (making, responding or adapting to organizational changes, quality of leadership in facilitating organizational change)
- 8.h **Priority Setting and/or Funding** (disputes about setting organizational/departmental priorities and/or allocation of funding within programs)
- 8.i **Data, Methodology, Interpretation of Results** (scientific disputes about the conduct, outcomes and interpretation of studies and resulting data for policy)
- 8.j **Interdepartment/Interorganization Work/Territory** (disputes about which department/organization should be doing what/taking the lead)
- 8.k **Other** (any organizational issue not described by the above sub-categories)

### 9. Values, Ethics, and Standards

Questions, concerns, issues or inquiries about the fairness of organizational values, ethics, and/or standards, the application of related policies and/or procedures, or the need for creation or revision of policies, and/or standards.

- 9.a **Standards of Conduct** (fairness, applicability or lack of behavioral guidelines and/or Codes of Conduct, e.g., Academic Honesty, plagiarism, Code of Conduct, conflict of interest)
- 9.b **Values and Culture** (questions, concerns or issues about the values or culture of the organization)
- 9.c **Scientific Conduct/Integrity** (scientific or research misconduct or misdemeanors, e.g., authorship; falsification of results)
- 9.d **Policies and Procedures NOT Covered in Broad Categories 1 thru 8** (fairness or lack of policy or the application of the policy, policy not followed, or needs revision, e.g., appropriate dress, use of internet or cell phones)
- 9.e **Other** (Other policy, procedure, ethics or standards issues not described in the above sub-categories)

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### Appendix B – Data Tables

		2019	2020	2021	2022
<b>1</b>	<b>COMPENSATION &amp; BENEFITS</b>				
1.a	Compensation	3	5	2	4
1.b	Payroll	0	1	1	0
1.c	Benefits	3	1	3	5
1.d	Retirement, Pension	1	0	1	0
1.e	Other	0	3	0	0
	TOTAL	7	10	7	9
<b>2</b>	<b>EVALUATIVE RELATIONSHIPS</b>				
2.a	Priorities, Values, Beliefs	2	1	0	34
2.b	Respect/Treatment	36	50	44	86
2.c	Trust/Integrity	27	36	27	70
2.d	Reputation	8	5	12	25
2.e	Communication	17	47	29	93
2.f	Bullying, Mobbing	15	5	7	6
2.g	Diversity-Related	4	27	10	13
2.h	Retaliation	32	72	31	36
2.i	Physical Violence	0	1	1	0
2.j	Assignments/Schedules	8	24	18	44
2.k	Feedback	0	0	7	59
2.l	Consultation	4	6	1	1
2.m	Performance Appraisal/Grading	2	11	9	23
2.n	Departmental Climate	24	22	17	65
2.o	Supervisory Effectiveness	22	22	17	94
2.p	Insubordination	0	1	0	1
2.q	Discipline	4	7	7	7
2.r	Equity of Treatment	6	21	11	47
2.s	Other	0	2	0	0
	TOTAL	211	360	248	704
<b>3</b>	<b>PEER AND COLLEAGUE RELATIONSHIPS</b>				
3.a	Priorities, Values, Beliefs	0	0	2	10
3.b	Respect/Treatment	6	13	11	23
3.c	Trust/Integrity	2	10	9	21
3.d	Reputation	1	3	2	12
3.e	Communication	5	7	12	22
3.f	Bullying, Mobbing	1	5	7	5
3.g	Diversity-Related	0	9	0	3
3.h	Retaliation	0	6	7	4
3.i	Physical Violence	0	0	1	2
3.j	Other	1	0	0	0
	TOTAL	16	53	51	102

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		2019	2020	2021	2022
<b>4</b>	<b>CAREER PROGRESSION AND DEVELOPMENT</b>				
4.a	Job Application/Selection and Recruitment Processes	15	3	5	4
4.b	Job Classification and Description	1	3	1	1
4.c	Involuntary Transfer/Change of Assignment	1	3	2	5
4.d	Tenure/Position Security/Ambiguity	0	0	3	7
4.e	Career Progression	3	1	6	6
4.f	Rotation and Duration of Assignment	0	4	1	2
4.g	Resignation	0	1	2	11
4.h	Termination/Non-Renewal	1	0	3	1
4.i	Re-employment of Former or Retired Staff	1	0	1	0
4.j	Position Elimination	0	0	0	1
4.k	Career Development, Coaching, Mentoring	4	0	1	4
4.l	Other	0	0	0	0
TOTAL		26	15	25	42
<b>5</b>	<b>LEGAL, REGULATORY, FINANCIAL AND COMPLIANCE</b>				
5.a	Criminal Activity	0	0	1	0
5.b	Business and Financial Practices	6	0	1	5
5.c	Harassment	2	1	1	3
5.d	Discrimination	22	17	7	12
5.e	Disability, Temporary or Permanent, Reasonable Accommodation	5	24	5	6
5.f	Accessibility	0	0	0	0
5.g	Intellectual Property Rights	0	0	0	0
5.h	Privacy and Security of Information	3	0	0	0
5.i	Property Damage	0	0	0	0
5.j	Other	3	4	2	3
TOTAL		41	46	17	29
<b>6</b>	<b>SAFETY, HEALTH, AND PHYSICAL ENVIRONMENT</b>				
6.a	Safety	7	44	13	20
6.b	Physical Working/Living Conditions	1	4	2	6
6.c	Ergonomics	0	0	3	0
6.d	Cleanliness	0	0	0	0
6.e	Security	2	0	1	4
6.f	Telework/Flexplace	0	35	7	1
6.g	Safety Equipment	0	0	0	0
6.h	Environmental Policies	0	1	0	0
6.i	Work-Related Stress and Work-Life Balance	4	0	5	31
6.j	Other	0	0	0	0
TOTAL		14	84	31	62

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		2019	2020	2021	2022
<b>7</b>	<b>SERVICES/ADMINISTRATIVE ISSUES</b>				
7.a	Quality of Services	8	8	27	39
7.b	Responsiveness/Timeliness	15	10	18	32
7.c	Administrative Decisions and Interpretation/Application of Rules	20	10	43	57
7.d	Behavior of Service Provider(s)	33	11	29	59
7.e	Other	0	3	0	9
7.f	Athletics	7	9	6	1
7.g	Fear of Retaliation Against Student	10	1	10	7
	TOTAL	93	52	133	204
<b>8</b>	<b>ORGANIZATIONAL, STRATEGIC, AND MISSION RELATED</b>				
8.a	Strategic and Mission-Related/Strategic and Technical Management	3	1	1	33
8.b	Leadership and Management	16	15	17	44
8.c	Use of Positional Power/Authority	11	6	15	8
8.d	Communication	3	1	8	34
8.e	Restructuring and Relocation	0	0	0	1
8.f	Organizational Climate	0	0	12	49
8.g	Change Management	0	0	2	12
8.h	Priority Setting and/or Funding	0	2	0	4
8.i	Data, Methodology, Interpretation of Results	0	0	0	0
8.j	Interdepartment/Interorganization Work/Territory	0	0	1	4
8.k	Other	5	0	0	0
	TOTAL	38	25	56	189
<b>9</b>	<b>VALUES, ETHICS, AND STANDARDS</b>				
9.a	Standards of Conduct	2	2	1	10
9.b	Values and Culture	6	27	11	18
9.c	Scientific Conduct/Integrity	0	0	0	1
9.d	Policies and Procedures NOT Covered in Broad Categories 1 thru 8	1	1	10	0
9.e	Other	1	4	0	0
	TOTAL	10	34	22	29

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### Appendix C

Visitor

# FEEDBACK

"I am glad we have the Ombudsman"

"I think you have helped me more than you know"

"I need action, so I don't know if you can help"

"Thank you for taking the time to untangle this"

"Appreciate you hearing me out. Holding it inside has been hard"

"I am hopeful"

"Thanks for being so timely"

"You have a great heart"

"You were fantastic. Thanks for listening"

"Feels good to get it out"

"Do appreciate the safe place"

"You help the voiceless feel heard"

"I never knew these options existed"

"This is a wonderful resource. Having you look at the situation from all sides helps"