

**NORTH CAROLINA STATE UNIVERSITY**  
**STUDENT OMBUDS SERVICES (S.O.S.)**  
 (1<sup>st</sup>) Annual Report - July 30, 2014 - June 30, 2015

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**NORTH CAROLINA STATE UNIVERSITY**  
**STUDENT OMBUDS SERVICES (S.O.S.)**  
**(1<sup>st</sup>) Annual Report - July 1, 2014 - June 30, 2015**

Building upon Student Ombuds Services' (S.O.S.) Preliminary Report (Jan.'15), the purpose of this annual report is to further document the activities of S.O.S. in its inaugural year, serving as an initial benchmark for subsequent program growth and design decisions. Informed by student experience, this report also serves to educate regarding the role of Ombuds and its value in responding to student needs and concerns, while contributing to the university's continual improvement in serving its primary constituents.

NC State, through the leadership and vision of the Vice Chancellor and Dean of the Division of Academic and Student Affairs, established the position of Student Ombuds to begin Fall Semester, 2014, offering services to the university's student community. Student Ombuds Services provides a forum for all registered students – undergraduate and graduate – to raise concerns about NC State's policies, practices, and any systemic issues that may result from students' interactions with and navigation through the institution.

The core Ombuds principles of neutrality, confidentiality, informality and independence contribute to the creation of an open environment that allows concerns from individuals who otherwise might not come forward to be heard. Student Ombuds Services can be instrumental in enhancing NC State's self-awareness and its becoming more fully informed of its impact on the student experience, both intended and unintended. The unencumbered relationship between student and Ombuds serves this purpose and thus the mission of the university.

The Student Ombuds has two primary roles:

First, the Ombuds is a confidential resource, a sounding board that also provides information, discusses university policies and procedures, and helps students resolve situations early.

Second, the Ombuds pays attention to systemic concerns and brings these to the awareness of the university.

Through this report, Student Ombuds Services intends to provide summative information as is traditional for a report of this type, but also to identify areas for institutional improvement, a signature responsibility of an institutional Ombuds. This report also contains direct feedback from those who have utilized S.O.S. during this first year – students, staff, faculty, and administrators. While those voices represented in the appendices are quite encouraging, they also provide information upon which S.O.S. may build as it continues to develop and mature.

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**SCOPE OF ACTIVITIES**

Because this unit had not previously existed, it has been important to establish the scope of its activities as informed by the vision of university leadership, resources of the International Ombudsman Association (IOA), Ombuds offices already in place within peer academic institutions, as well as by the unique needs and structures that exist within NC State itself. This year has been an exercise in defining and designing an appropriate role for S.O.S. at NC State. The resulting structure attempts to incorporate best practices of the institutional Ombuds profession that are sensitive to and cooperative with programs and protocols already in place that affect the quality and outcomes of the student-institution relationship.

Broadly described, Student Ombuds Services at NC State engages in the following basic activities. The Student Ombuds ...

- responds to requests for assistance from all “visitors.” While predominantly graduate and undergraduate students, visitors may also include family members, staff, faculty, and program, college, and university administrators. Interactions may be face-to-face and/or remote through digital communication. They may include one-on-one consulting, education, clarification, planning, guidance, and exploration of issues and the development of options related to processes, regulations, rules, and protocols;
- initiates contact to offer assistance to students referred from a variety of sources: academic advisors, university staff (e.g. Student Health and Counseling Centers), faculty, administrators, and family members. Outreach is also initiated to students identified through the Campus Police Daily Activity Report (DAR) who have been transported to area hospitals for medical or mental health needs;
- provides education and training to students, faculty and staff in areas of diversity, controversy, conflict, grief and loss, and effective communication within difficult dialogues. Presentation formats have included co-facilitating National Coalition Building Institute workshops on prejudice reduction and dealing with controversial issues, co-instructing the U.S. Diversity GEP course USC240: *Leadership and Coalition Building with Diverse Communities*, and invited individual or panel presentations for college-based faculty, staff, and students;
- consults to campus academic and programming units focused on enhancing the quality of the student and campus community experience. As indicated earlier, because the Ombuds operates with independence and objectivity, informality and confidentiality, a unique and valuable perspective can be provided to various campus enterprises;
- verifies reasons for student class absences that require additional investigation and/or intervention that may go beyond the normal scope of the instructor’s role (e.g. student deaths, campus-wide health concerns, unique and complicated circumstances where documentation is unavailable, religious observances, legal or military obligations);
- constructs and communicates specific recommendations for improvement to appropriate units. These recommendations are informed by outspoken, blunt, and unguarded interactions with S.O.S. visitors. They may reflect themes of concern raised by multiple individuals and/or unique situations that reflect noteworthy issues deserving of a response and/or adjustment for purpose of institutional improvement.

More specifically, the Student Ombuds’ work with individual student visitors typically entails any or all of the following:

- Assist in informal resolution of concerns
- Explain academic policies, their rationale and application
- Verify reasons for class absences
- Untangle complicated situations
- Empower the student to act on their own behalf
- Role play / practice effective communication in preparation for difficult conversations
- Guide the navigation of a complex institution
- Direct the student to formal processes if necessary
- Refer to other appropriate campus resources
- Review communication – drafted or received – to provide neutral assessment
- Mediate student-vs-student conflicts; draft mutual agreements for moving forward

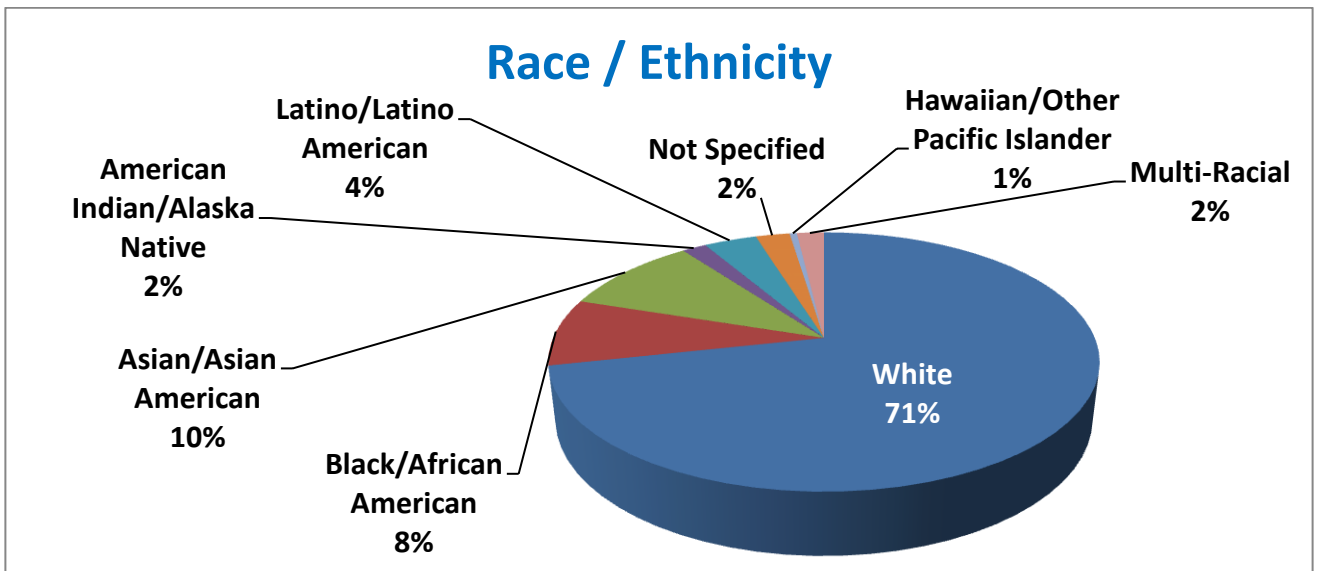
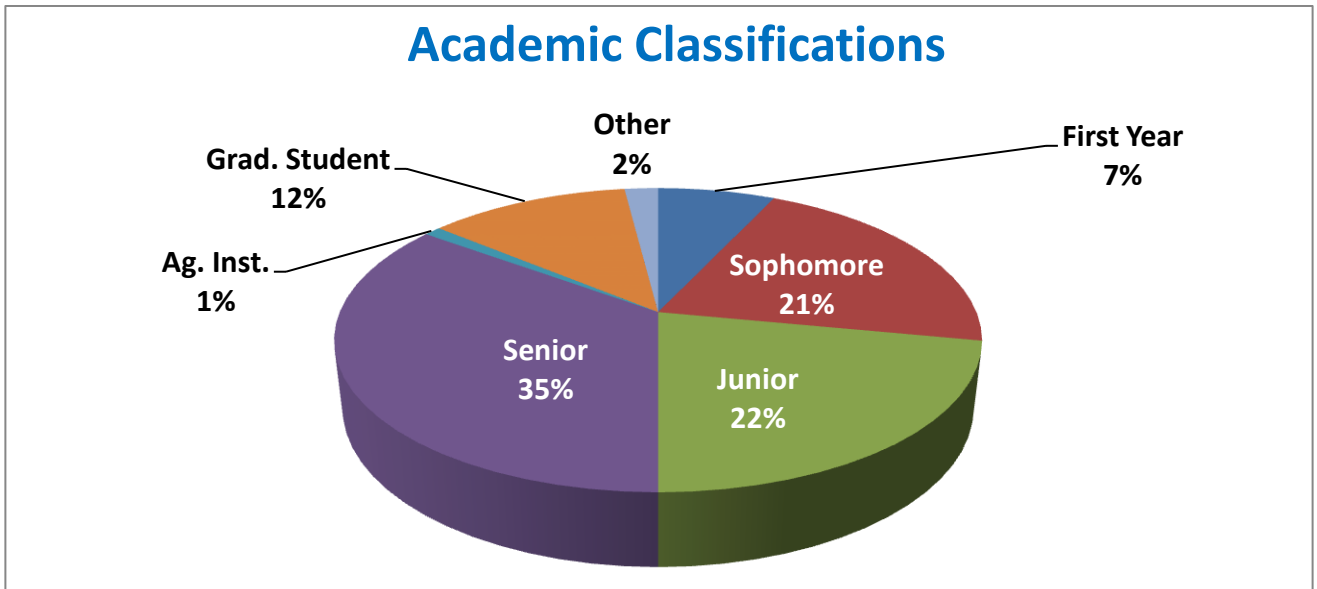
- Investigate existence of related regulations or protocol
- Explore paths for student-initiated institutional improvement

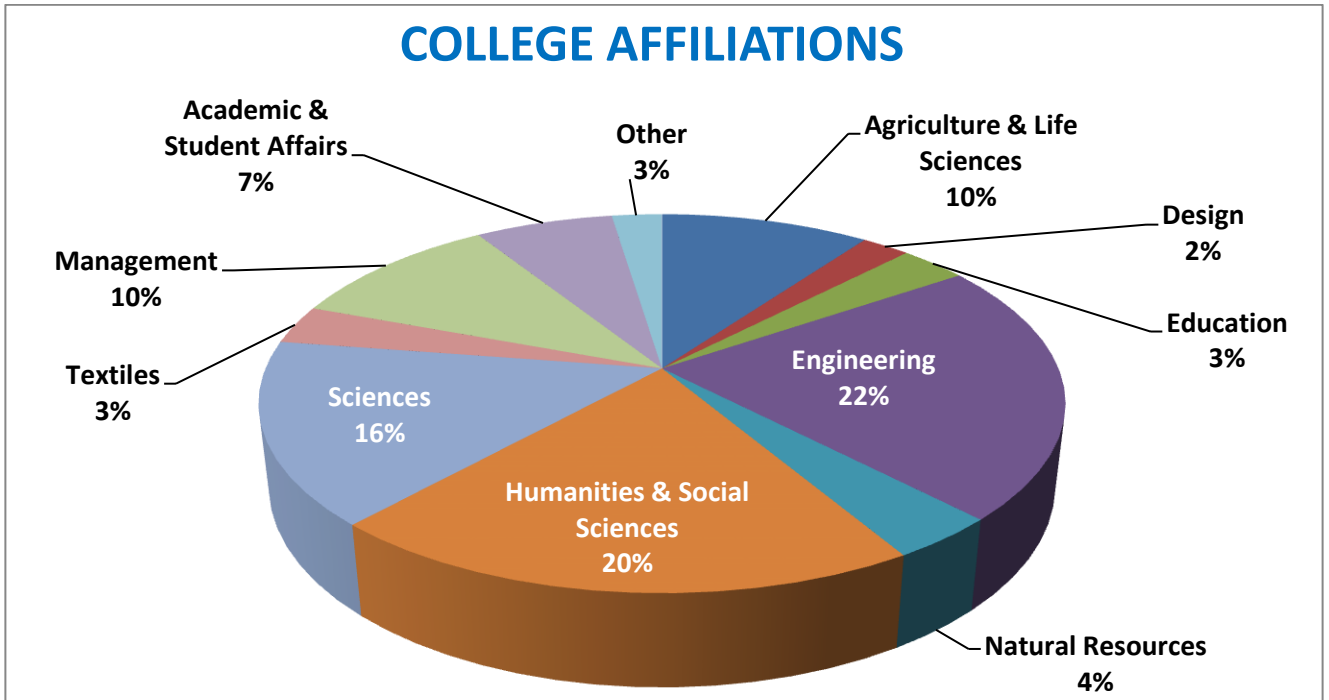
**VOLUME AND DESCRIPTION OF ACTIVITIES**

Student Visitor Demographics

Student Ombuds Services interacted with approximately 550 individual students since it began formal operations a year ago. Those interfaces related to approximately 650 incidents, approximately 440 associated with absence verification and 210 associated with other student-institution issues and concerns.

Of these 550 individuals, 54% were female and 46% were male; 92% were U.S. citizens and 8% were international students. As represented in the following charts, there was significant variety in students’ academic classification, racial/ethnic identity, and college affiliation.





#### Class Absence Verification and Notification

One of the unique responsibilities of NC State’s S.O.S. is to work alongside students to verify reasons for class absences. While this seemingly administrative task may appear mundane and impersonal, the Student Ombuds works so that the opposite is true. The empty seats in our classrooms are frequently visible indicators of student issues or concerns which may challenge degree progress, and which may benefit by problem-solving or the identification of resources by the Ombuds. Additional tangible outcomes have included improved student-advisor-instructor communication, the establishment of a grief support group by the Counseling Center, referrals to existing resources, and enhanced responsiveness regarding student deaths. The verification of student absences (i.e. learning the *rest* of the story) is an important demonstration of institutional awareness, concern and responsiveness for students and their families during times of need. Comments that follow in the appendices affirm that the role of Student Ombuds is valued by all constituencies.

The following table indicates an increase in absence verification activity by S.O.S. from the fall (includes pre-fall) to spring (includes post-spring) semesters. However, half that increase is directly related to two significant campus events hoped to be unique to our most recent academic session (see table subscripts “a” and “b”). Still, although unpredictable, unexpected and tragic events do occur on a college campus, and it is important that the Student Ombuds serves as a resource that can contribute in a meaningful way to the institution’s collective and coordinated response.

**Absence Verification: July 1, 2014 - June 30, 2015**

Reason for Absence		Undergraduate (includes AGI)		Graduate		Other (NDS, UNEX)		TOTALS	
		Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015	Fall 2014	Spring 2015
Medical (illness, injury, other)	Student	79	127 (a)	5	10	0	0	84	137 (a)
	Family	12	11	0	1	0	0	12	12
	Friend	2	0	0	0	0	0	2	0
Death	Student	1	2	1	0	0	1	2	3
	Grandparent	17	30	0	0	0	0	17	30
	Parent	6	5	0	0	0	0	6	5
	Child	0	1	0	0	0	0	0	1
	Sibling	4	4	0	0	0	0	4	4
	Other Family	11	11	0	0	1	0	12	11
	Friend	3	28 (b)	0	0	0	0	3	28 (b)
	Student	21	30	1	5	0	0	22	35
Mental Health	Student	4	3	0	0	0	0	4	3
Religious	Student	1	2	0	0	0	0	1	2
Military	Student	7	9	0	0	1	0	8	9
Other	Student	168	263	7	16	2	1	177	272
<b>GROUP TOTALS</b>									
<b>GRAND TOTALS</b>		<b>431</b>		<b>23</b>		<b>3</b>		<b>457</b>	

(a) Includes 25 students affected by noro-virus-like (i.e. stomach flu) symptoms

(b) Includes 25 fellow Resident Assistants and friends affected by student who took her own life

Issues and Concerns (not class absence related)

Two-hundred-seven (207) unique individuals with concerns unrelated to absence verification were seen by the Student Ombuds. Most face-to-face appointments were one or two visits with follow-up communication by phone and email. Three more complex cases required numerous face-to-face visits and follow-up, including some informal investigation and observation (one graduate student seen >8 times; one undergraduate student seen >20 times; one NDS student seen >5 times). Although each concern was unique, themes of concerns have been identified, informing the list of institutional recommendations that will be communicated directly to responsible units independent of this report.

**Issues and Concerns: July 1, 2014 - June 30, 2015**

(Other than class absences)

Constituents	# of Visitors		TOTAL Visitors 2014-15	# of Contacts		TOTAL Contacts 2014-15
	Fall 2014	Spr' 2015		Fall 2014	Spr' 2015	
Graduate Students	19	38	57	29	50	79
Undergraduate Students (incl. AGI)	49	77	126	69	161	230
NDS Students	3	3	6	10	3	13
Students' Family	6	2	8	9	2	11
Faculty	3	13	16	4	15	19
Staff	6	14	20	11	21	32
Administrator	2	3	5	2	3	5
Government Agency	1	0	1	1	0	1
<b>GROUP TOTALS</b>	<b>89</b>	<b>150</b>		<b>135</b>	<b>255</b>	
<b>GRAND TOTALS</b>	<b>239</b>			<b>390</b>		

### **Examples of Issues and Concerns Being Heard**

- Graduate committee member seen as “bullying”
- Support to families of deceased students; requests for awarding of posthumous degrees
- Coaching for difficult conversations between student and instructor, student and parent
- Concern regarding equitable treatment during student conduct process
- Misunderstood brochure statement resulting in unanticipated tuition costs
- Application of regulations to NDS students
- Anticipating loss of financial support/scholarship
- Grade change processes
- Navigating appeals process regarding in-state residency
- Approval for religious holy day absences; interpretation of NCSL 2010-211
- Need for objective guidance through grievance processes
- Student conduct hearing preparation
- Serve as impartial observer in department-student process regarding plagiarism
- Challenge to “continuous enrollment” requirement of Graduate School
- Perceived obstacles to degree matriculation
- Uncertainty regarding protocol for review for transcript adjustment
- Perceived harassment due to reduction in tutorial hours
- Denial of acceptance into graduate program
- Dismissal from graduate program
- Providing guidance to staff on university sponsored event absence letter
- Discussion of “next step” options with suspended students
- Student refused entry to class due to tardiness
- General “upset” with instructors’ behaviors; perceptions of disrespect toward student
- Identification of alternative transportation options for temporary mobility challenges
- Student vs. student contract disputes (e.g. apartment lease dispute mediation)
- Facilitating information exchange across several offices regarding student-in-common
- International student facing deportation for employment above federal limits
- Graduate students challenging physical space needs provided them by University Architect’s Office and college space authority
- Instructor operating class inconsistent with syllabus descriptors regarding grading
- Identification of mentoring resource for struggling student
- Complaint re: on-campus housing timely and appropriate response to student concern
- Discontinuance from auxiliary Graduate School program
- Requests for confidential consultation to explore options in difficult situations (primarily students, but also advisors, faculty, administrators, and counseling staff)

### **Dominant Concern Themes**

- Perceived disrespectful / bullying behavior on part of graduate advisor, committee member, faculty
- Academic protocol, regulations (e.g. suspension)
- Grade grievances
- Inconsistent application of academic regulations
- Difficult communication with person in power
- Identification of campus resources
- Navigating existing non-academic processes

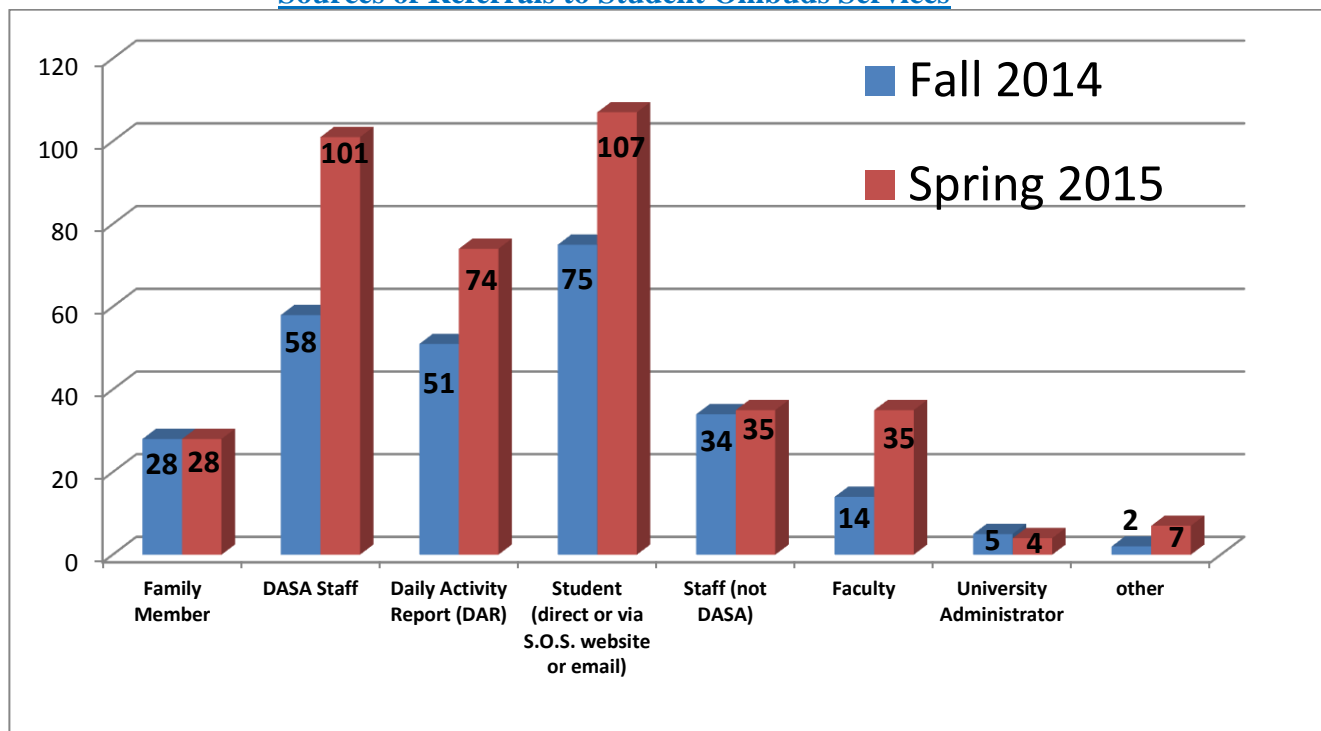
- Institutional response to student deaths
- Residency determination process
- Faculty not teaching well; poor classroom management

### Sources of Referrals

Referrals of students and other visitors to Student Ombuds Services came from many different sources, the number of referrals for both absence verification and institutional concerns increasing over time. As the role of Student Ombuds becomes more familiar to campus constituents, referral paths will become better established, and even routine. It is encouraging to note that the leading referral source is students themselves, and that referrals of students by other students are beginning to increase, even though S.O.S. has not yet provided presentations to student groups at the same level as it has for faculty and staff.

Students responding to the S.O.S. assessment survey indicate they have learned about this resource from a variety of other means, including the S.O.S. website, brochure, and their own Internet search. Referrals from faculty, academic advisors, Student Health and Counseling Center staff are likely to continue to grow as mainstay avenues. S.O.S. outreach through the Campus Police Daily Activity Report (DAR) also seems to be an effective way of introducing itself to students. Even when as a result no specific intervention was requested, the majority of students expressed an appreciation for the offer of support.

Sources of Referrals to Student Ombuds Services





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## SPECIAL ACHIEVEMENTS

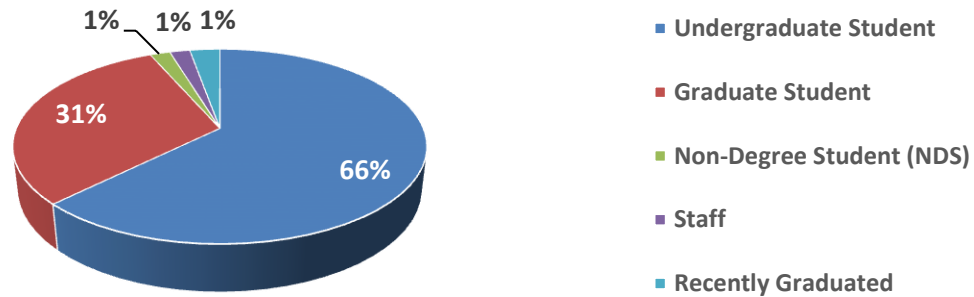
- **Student Empowerment:**  
Student Ombuds Services played a small role in empowering student-led initiatives by helping connect those with ideas for improving some aspect of the student experience with staff members close to the area of interest who could serve as resources and mentors. Over this past year, S.O.S. was instrumental in three students making progress on their own “special achievements” in the following areas:
  - Enhancing university resources for students experiencing financial insecurity
  - Creating a Web resource for non-traditional students with dependent children
  - Developing a relationship between our Counseling Center and local community resources for students to more effectively deal with issues of grief and loss.
  
- **Creation and Co-Instruction of GEP U.S. Diversity Course:**  
S.O.S. was instrumental in this year’s approval of USC240: *Leadership and Coalition Building with Diverse Communities*. Eighty-six students have completed USC240 over the last 4 semesters. Structured to explore core principles of the National Coalition Building Institute-International and their application to diversity leadership, significant student gains in related skills and personal growth have been achieved (see appendices). This course is a S.O.S. outreach initiative, teaching students ways to be more effective, especially in responding to difficult interpersonal behaviors, in difficult dialogues, and dealing with controversial and potentially divisive issues.
  
- **Consulted to NCSU College of Veterinary Medicine (CVM).**  
Co-planned and co-facilitated multiple diversity discussion sessions under the leadership of the CVM administrative cabinet and the CVM diversity committee. While this consultant and facilitator role is continuing, CVM principals are encouraged that initiatives they put in place have already resulted in a significant increase in admissions from traditionally underrepresented identities.
  
- **Responding effectively to the Vice-Chancellor’s charge (February, 2014) to establish the position of Student Ombuds can be considered its own “special achievement.”** In an effort to verify that effectiveness, an assessment survey was distributed to approximately 80 staff and faculty (54% response rate), and 550 students (12% response rate) who have engaged the services of the Student Ombuds this past year.

Of the 66 student survey respondents, 60% were female and 40% were male; 2/3 were undergraduates and approximately 1/3 were graduate students. The charts below indicate some additional descriptors of student respondents. There was a much higher response rate among graduate student visitors (31%) than would have been expected relative to their representation among all students who interacted with S.O.S. (12%), perhaps suggesting a keen appreciation for being able to access this resource. The proportion of respondents’ racial/ethnic heritage is similar to that of all S.O.S. visitors. And note that student visitors also indicated a rich diversity of religious traditions.

The overwhelmingly positive item ratings (see Visitor Survey Item table – page 10) and statements of affirmation (see appendices – pages 19-31) affirm that the work of the

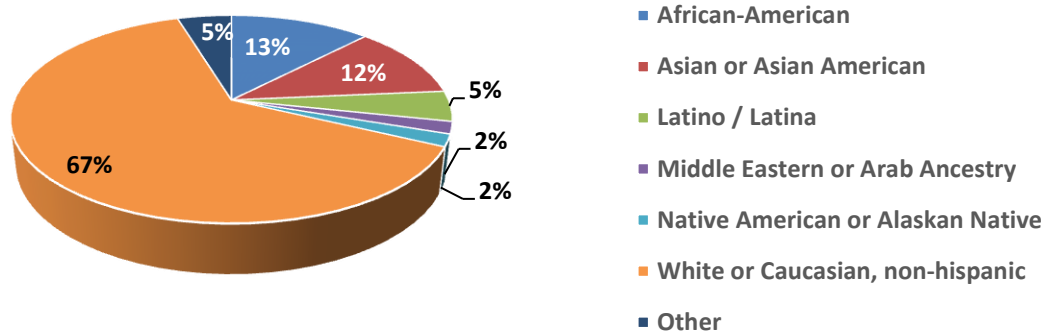
Student Ombuds is valued by both student and university professional survey respondents, and that Student Ombuds Services is a resource already beneficial to the university.

### Relationship to NC State University

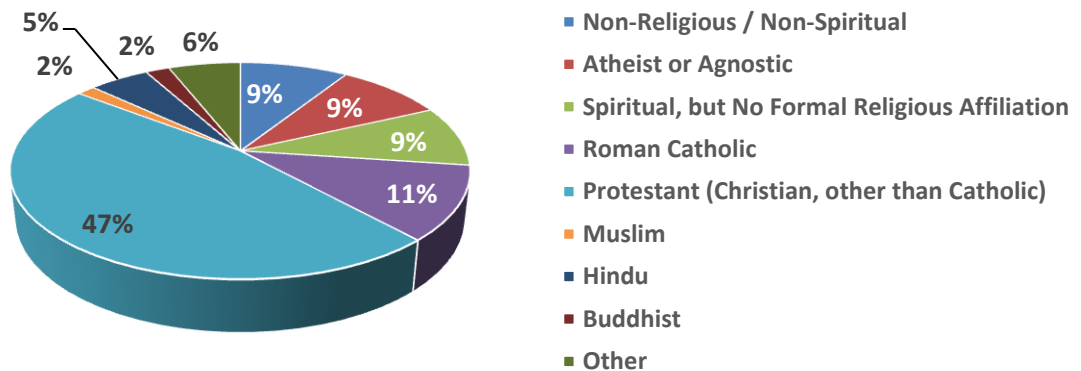


S.O.S. student visitors and student assessment respondents reflected widely diverse racial/ethnic identities and religious/spiritual traditions. While respondents were able to select multiple racial/ethnic identities if appropriate, the survey design did not capture “multi-racial” as a separately listed identity, a category to be added in subsequent survey administrations.

### Racial / Ethnic Heritage



### Religious / Spiritual Tradition



<b>Visitor Survey Item</b> (Likert Scale: 1 = strongly disagree; 5 = strongly agree)	<b>Student Mean Score</b>	<b>Faculty / Staff Mean Score</b>
The Ombuds was courteous and respectful to me.	4.80	4.90
I would seek the assistance of Student Ombuds Services if I experienced another institutionally related issue or concern.	4.77	4.84
The Ombuds returned my phone calls / emails in a timely manner.	4.76	4.93
I was able to meet or speak with the Ombuds within a reasonable period of time.	4.70	4.85
I trust Student Ombuds Services to maintain confidentiality.	4.68	4.85
The Ombuds provided accurate information.	4.64	4.84
The Ombuds was knowledgeable regarding pertinent institutional policies and procedures.	4.62	4.85
I would refer others to Student Ombuds Services for help in resolving or responding to issues or concerns.	4.60	4.88
The Ombuds followed through, taking action on next steps on which we had agreed.	4.59	4.72
The Ombuds facilitated a fair process in responding to and/or moving forward towards resolution of my issue or concern.	4.58	4.73
The Ombuds helped me identify and evaluate options to address my concerns.	4.57	4.83
The Ombuds remained neutral throughout our conversations.	4.51	4.74
My issue or concern has been resolved or is now closer to resolution.	4.41	4.50
Student Ombuds Services played an essential role in helping me resolve or move closer to the resolution of my issue or concern.	4.35	4.72

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### **DIVERSITY: INITIATIVES AND PROGRAMS**

The issues and concerns of students with which Student Ombuds Services works have “difference” as a common theme. Diversity, therefore, is not an additional layer of focus nor merely a moral imperative; rather, it is integral to the work of an Ombuds. The different experiences of individuals and the lenses through which they view even shared experiences are influenced by personal identities – owned and assigned. Guided by that philosophy, this initial iteration of the Student Ombuds office at NC State is intentional in its incorporation of diversity and inclusion as a way of interacting with each of its visitors as well as in the programs through which it influences the larger campus culture.

As evidenced by the graphs previous pages (pp. 3, 4, 9), students with diverse demographics are finding their way to S.O.S. Among the variety of concerns being shared is a theme of disrespectful behavior which sometimes appears in the forms of micro-aggressions (unintended slights or indignities directed toward an individual of a traditionally marginalized identity) or oppression related to power differential, stereotyping and prejudgment. The Student Ombuds facilitates and participates actively in programs that raise individual and collective awareness regarding diversity-related issues, that teach skills for responding effectively to discriminatory or oppressive behavior, and that enhance the inclusive environment of our university community culture. Specific programs include the following:

- *NCSU College of Veterinary Medicine.* Co-planned and facilitated multiple diversity discussion sessions under the leadership of the CVM administrative cabinet and the CVM diversity committee. Going forward, as part of the NCSU Affiliate Chapter of the National Coalition Building Institute, will be conducting diversity workshops for all CVM constituents, incoming and continuing students as well as faculty, staff and administration.
- *Leadership and Coalition Building in Diverse Communities (USC240)* instructor; 86 undergraduates have completed this GEP U.S. Diversity course in its 4 semesters. (See Appendices for student instructor ratings and comments from recent class evaluations.)
- *“Managing Difficult Conversations.”* Co-created this instructional workshop, teaching skills to workplace managers on how to respond appropriately to oppressive and discriminatory speech and actions. In collaboration with the Office of Institutional Equity and Diversity’s (OIED) Director for Staff Diversity, presentations were made to the following groups: 2<sup>nd</sup> Annual Conference on Leadership and Diversity, Cashier’s Office staff training, University Staff Senate, and OIED “Lunch and Learn” series.
- *NCSU College of Agriculture and Life Sciences, Office of Diversity Affairs;* presented as the invited speaker to kick-off the CALS “Food for Thought Lunch and Learn Series,” presentations and interactions on topics related to diversity and inclusion.
- *“Building Bridges: Strengthening Leadership for Diverse Communities,”* Co-facilitated numerous workshops focused on prejudice reduction and diversity training for over 200 students, staff, and faculty; sponsored by the NC State Affiliate Chapter of the National Coalition Building Institute - International.
- *“Building Bridges: Leading Diverse Groups Through Conflict,”* Co-facilitated this workshop on conflict resolution, teaching participants skills to examine and handle controversial and divisive issues through a positive process.
- *Creation of an Effective Diversity Leadership Course;* North Carolina College Personnel Association, regional presentation; Friday Institute, NCSU Campus. Presented again at the UNC System Summit on Black Faculty and Staff, Winston Salem State Univ.
- *Office of International Services Information Fair;* participant representing S.O.S.

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### **STAFF: PROFESSIONAL TRAINING / DEVELOPMENT**

The Student Ombuds participated in the following educational opportunities:

- Foundations of Organizational Ombudsman Practice: a program in the basic theory and practice of the ombudsman profession; training by the International Ombudsman Association (April 4-6, 2014; Denver, CO)
- International Ombudsman Association Annual Conferences – multiple Ombuds themed workshops presented by seasoned professional Ombuds (April 7-9, 2014; Denver, CO; April 19-22, 2015; Atlanta, GA)
- Employment Mediation (40 hour) Training; Carolina Dispute Settlement Services, North Carolina State Personnel Office (April 28 – May 2, 2014; Raleigh, NC)
- Uniform State Residency Training; University of North Carolina – General Administration (June 11, 2014; Chapel Hill, NC)
- Relationship and Sexual Violence (RSVP) Phone Line Training Course; training by the NC State Women’s Center (March-April, 2014; NC State Campus)

- A Multicultural Perspective on Suicide Prevention; (2/10/14; NC State)
- Working Effectively and Affirmatively With Lesbian Clients (2/26/14; Counseling Center In-Service; NC State Campus)
- The Devastating Impact of Bullying; (2/26/14; Counseling Ctr. In-Service; NC State)
- North Carolina Ombuds Day Conferences; Informal discussion and consultation among other in-state corporate, municipal and university Ombuds; coordinated by UNC-CH and the Chapel Hill Police Dept. Ombuds (6/3/14, 11/12/14; Chapel Hill)
- Trauma Resiliency Model; (10/15/14; Counseling Center In-Service; NC State)
- Microaggressions in Everyday Life: Implications for Higher Education. Campus presentation by Dr. Derald Wing Sue (10/22/14; Hunt Library, NC State)
- Mentoring Graduate Students, faculty panel on effective mentoring; Graduate School (11/10/14; NC State)
- Cross-Cultural Communication (1/28/15; Counseling Ctr. In-Service; NC State)
- Workplace Response to Domestic Violence (1/30/15; NC State Environmental Health & Safety In-Service)
- "Organizational LGBTQ Capacity Building;" Identifying and addressing organizational barriers to LGBTQ access to culturally competent support and services (3/2/15)
- "LGBTQ Intimate Partner Violence;" Assess and remedy barriers to services and safety for LGBTQ survivors of interpersonal violence (3/4/15, NC State)
- "Domestic Violence and the South Asian College Student;" (4/8/15; Counseling Ctr. In-Service; NC State)

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### **OUTREACH: PROGRAM PRESENTATION/CONSULTATION/PARTICIPATION**

- *NCSU College of Veterinary Medicine.* Co-planned and co-facilitated multiple diversity discussion sessions under the leadership of the CVM administrative cabinet and the CVM diversity committee (10 meetings, 2014-2015)
- *Parent and Student Panel,* College of Veterinary Medicine, Office of Diversity and Multicultural Affairs (6/12/14, 6/11/15)
- *NCSU College of Agriculture and Life Sciences, Office of Diversity Affairs;* invited speaker to kick-off "Food for Thought Lunch and Learn Series," presentations and interactions regarding diversity and inclusion topics within CALS (9/16/14)
- "*Managing Difficult Conversations.*" Co-created this instructional workshop, teaching skills to workplace managers on how to respond appropriately to oppressive and discriminatory speech and actions. In collaboration with the Office of Institutional Equity and Diversity's (OIED) Director for Staff Diversity, presentations were made to the following groups: 2<sup>nd</sup> Annual Conference on Leadership and Diversity, Cashier's Office staff training, University Staff Senate, and OIED "Lunch and Learn" series.
- "*Building Bridges: Strengthening Leadership for Diverse Communities,*" Co-facilitated numerous workshops focused on prejudice reduction and diversity training for over 200 students, staff, and faculty; sponsored by the NC State Affiliate Chapter of the National Coalition Building Institute - International.
- *Surviving/Thriving Your First Year of College: Lessons from a Marathoner;* Campus Connections Program Series for New Students (8/19/14; 30 attendees; NC State's New Student Programs)

- *Creation of an Effective Diversity Leadership Course*; North Carolina College Personnel Association, regional presentation; Friday Institute, NC State Campus. Presented again at the UNC System Summit on Black Faculty and Staff, Winston Salem State University
- *Student Emergency Fund* – a student with concerns regarding peers with short-term food and shelter challenges came to S.O.S. for support in developing an institutional response. The student was assisted in connecting with Student Leadership and Engagement which set up this initial coordination and planning meeting with appropriate campus representatives (10/17/14; NC State)
- *Student Crisis Scenarios*; Panel participation with Counseling Center, Student Behavior Case Manager, Disability Services Office, and Campus Police; First-Year Writing Program Faculty Training, Dept. of English, College of Humanities and Social Sciences, NC State
- *Students in Distress*; Panel presentation with Counseling Center and Behavioral Case Manager; NC State Faculty Development Center
- *Goodnight Scholars Leadership and Professional Development Seminar*; Roundtable Facilitator; Goodnight Scholars, Emerging Issues Common, Hunt Library
- *Campus Diversity Dialogue*; Group facilitator, Office for Institutional Equity and Diversity, Talley Student Union
- *Deconstructing Our World: What I've Learned About Diversity This Year*; Group facilitator, First Year College Super Forum, FYC Commons
- Advisor Development Institute – Advisors Roundtable; presentation on Student Ombuds Services to 24 professional and faculty advisors, Talley Student Union
- Summer Textile Exploration Program 2015; Diversity segment presenter; College of Textiles, NC State

## RECOMMENDATIONS

### Recommendations for Institutional Improvement

An essential role of the Student Ombuds is to create an environment that encourages students (and others) to share their experiences candidly and without fear of retaliation. Because an Ombuds operates impartially and independently from the university, but is familiar with its systems and processes, the Ombuds is in the uniquely valuable position to objectively communicate with university leaders regarding potential opportunities for improvement; this function benefits both the institution and its students.

The Student Ombuds has already communicated or will communicate recommendations in greater detail directly to those at NC State who have authority and opportunity to take actions that could result in institutional improvement in processes affecting students. For purpose of respectful reporting, relevant offices and general (i.e. not specific) areas of recommendations are listed below.

<b>Responsible Unit</b>	<b>General Area of Recommendation</b>
Graduate School	Relationships of graduate faculty/advisers/mentors and students
Graduate School	Indicators of quality graduate student academic advising and mentoring
Grad. Student Assoc., Inst. Research & Plan.	Graduate Student Association participation in item development for current Campus Climate Survey and targeted follow-up survey
Graduate School, General Counsel	Protocol for determining residency for purpose of tuition; communication with appellants
Registration & Records (R&R)	Academic regulation: application to Non Degree Seeking (NDS) students
R&R, Provost, Title IX Coord.	Class Attendance regulation: <a href="http://policies.ncsu.edu/regulation/reg-02-20-03">http://policies.ncsu.edu/regulation/reg-02-20-03</a>
Univ. Payroll, Internat. Svcs (OIS)	Employment regulation re: international students on temporary visas
Eval. of Teaching Comm., OIRP	REG 05.20.10 Evaluation of Teaching: participation in ClassEval process by students in low-enrollment courses
Div. of Academic & Student Affairs (DASA), R&R	Collection and application of student performance data; early alert feedback for students and advisors (underway through Education Advisory Board initiative)
DASA	Coordination of collaborative “postvention” response to student deaths
Office of Student Conduct	Student sanctions appeal process (POL 11.35.02 Student Discipline Procedures)
Career Development Center	Restructuring of institutional procedures that provide summative student recommendations to professional/graduate programs
Univ. Housing, Disability Svcs.(DSO)	Policy and definitions re: service and therapy animals on campus
DASA, Courses and Curricula	Data bank of current course syllabi
Fraternity and Sorority Life	Continuous training for fraternities and sororities - social, service, honor

### Recommendations for Student Ombuds Services: Planning Forward

1. Consider having S.O.S. report to the Vice-Chancellor & Provost or to the Chancellor. Best practices for an institutional ombuds includes reporting as high as possible within the administrative structure of the university “*operating independent of ordinary line and staff structures.*” (IOA Standard of Practice 2.3) The S.O.S. Terms of Reference document (8/15/14 draft) suggests the following: “*Student Ombuds Services reports to the Vice Chancellor and Dean of the Division of Academic and Student Affairs (DASA). For issues or concerns raised by student visitors regarding DASA administration, Student Ombuds Services may report to the Provost and Executive Vice Chancellor. The Ombuds will report to the Director of the Department of Student and Community Standards for administrative and budgetary matters only.*” In its nascent first year, this arrangement has been successful due in large part to the unique personal and professional characteristics and talents of Paul Cousins. However, as the position becomes more firmly established, it is wise to structure it so that its success is not personnel dependent.
2. Insert reference to the existence and function of Student Ombuds Services within Procedures, Regulations & Rules (PRR) where it is appropriate to articulate S.O.S. as a resource. Such PRRs may include the following: Code of Student Conduct (POL 11.35.01), Student Discipline Procedures (POL 11.35.02), Grievance Procedure(s) for Graduate (NCSU REG11.40.02) and Undergraduate Students (NCSU REG11.40.01), Attendance Regulation (REG02.20.03).
3. The S.O.S. physical location should be separate from Student Conduct offices so as to not unintentionally present the appearance of a conflict of interest, especially for those students who come to the Student Ombuds with concerns regarding their Student Conduct process or treatment. A location that promotes confidentiality and ease of access by student visitors (e.g. D.H. Hill Library) is being explored.
4. Develop with the Faculty Ombuds a collaborative vision for creation of a University Ombuds Office which works potentially with all constituents - students, faculty and staff. Student concerns are always relational, never isolated; a collaborative expansion that fades the lines between constituent groups would serve students and the university community more comprehensively and efficiently.
5. Complete assessment planning for continuous program improvement.
6. Establish S.O.S. as a practicum/internship site for a BSW (Dept. of Social Work) senior undergraduate, and MSW or M.Ed./Ph.D. (Counselor Education) graduate students. Level of professional confidentiality appropriate to each academic level would influence the type and level of tasks assigned. Additional offices and/or work space need to be identified.
7. Create a succession plan for the Student Ombuds position.

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### **NC STATE STRATEGIC PLAN: EXAMPLES FROM STUDENT OMBUDS SERVICES (S.O.S.)**

#### Goal 1:

*Enhance the success of our students through educational innovation.*

- S.O.S. enhances student success through its core activities, serving as a confidential resource, a sounding board that also provides information, discusses University policies and procedures, and helps students move towards resolution of concerns.



- S.O.S. provides education and training to students in areas of diversity, controversy, conflict, grief and loss, and effective communication within difficult dialogues.
- The Student Ombuds helped develop and continues to co-teach the U.S. Diversity GEP course USC240: *Leadership and Coalition Building with Diverse Communities*.
- S.O.S. empowers students who bring their own ideas for institutional improvement by connecting them with staff members close to the area of interest who could serve as resources and mentors. Initiatives: improved access to short-term loans, resources for students with dependent children, and enhancing on-campus support for students dealing with grief and loss by collaborating with local off-campus services.

Goal 2:

*Enhance scholarship and research by investing in faculty and infrastructure*

- S.O.S. provides consultation and training to faculty and staff in areas of diversity, controversy, conflict, and effective communication within difficult dialogues.
- While still aspirational, plans are in place for S.O.S. to provide training opportunities as an internship site for undergraduate and graduate professionals in Social Work and Counselor Education.

Goal 3:

*Enhance interdisciplinary scholarship to address the grand challenges of society*

- In collaboration (thus far) with individuals from the Office of Institutional Equity and Diversity, the College of Education, the College of Textiles, Park Scholars, and the Faculty Development Center, S.O.S. continues in the development and instruction of the U.S. Diversity GEP course USC240: *Leadership and Coalition Building with Diverse Communities*.
- On the topic of course creation focused on the development of diversity-aware leaders the Student Ombuds has co-presented at the North Carolina College Personnel Association conference and the University of North Carolina Summit on Black Faculty and Staff.

Goal 4:

*Enhance organizational excellence by creating a culture of constant improvement*

- S.O.S. consulted with the College of Veterinary Medicine (CVM) administrative cabinet and the CVM diversity committee to identify a path to enhance the College's culture of inclusiveness and respectful treatment for all community members. Although this initiative is continuing, there has already been measurable improvement.
- The Student Ombuds participates on a DASA Strategic Planning Team focusing on the development of an informational resource for all university faculty and advisors.
- Built from candid and genuine interactions with students, and responsive to their communicated concerns, S.O.S. provides recommendations for improvement to the university. This function is part of the standard mission and protocol of S.O.S.

Goal 5:

*Enhance local and global engagement through focused strategic partnerships*

- The Student Ombuds serves on the Assessment Committee of the International Ombudsman Association

- The Student Ombuds played an instrumental role in bringing together on-campus (Counseling Center) and community (AMF Student Grief Group, and Transitions LifeCare) resources to better address needs of students experiencing grief and loss.
- S.O.S. and the NC State Faculty Ombuds Office provide one another opportunities for confidential and informed consultation regarding ombuds-specific cases and functions.

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**DASA STRATEGIC PLAN:**  
**EXAMPLES FROM STUDENT OMBUDS SERVICES**

**Goal 1: Shape your Life**

*Promoting student success through personal responsibility in a supportive environment*

- This goal in particular is central to the role of an ombuds. Core work of the Student Ombuds is to empower the student visitor to self-advocate. Interactions commonly focus on helping the student to see an issue from multiple perspectives, explore alternatives for engaging the concern, and to learn effective communication skills to employ as the student attempts to move towards issue resolution.
- Co-facilitation of on-campus “Building Bridges” diversity training and conflict management workshops as part of the NC State Affiliate Chapter of the National Coalition Building Institute – International.

**Goal 2: Open Your Mind**

*Promoting student success through educational innovation and intellectual growth*

- Collaborative development and instruction of USC240: *Leadership and Coalition Building with Diverse Communities*

**Goal 3: Build Your Community**

*Promoting student success through engagement*

- In collaboration with the Counseling Center, the Student Ombuds helped establish and facilitate the Student Grief Group which meets 8-10 times during each fall and spring semester. Participants report their experience in the group as therapeutic, educational, and helpful in reducing the isolation and uncertainty related to the loss of a loved one.

**Goal 4: Serve the University**

*Providing leadership for student success*

- S.O.S. empowers students who bring their own ideas for institutional improvement by connecting them with staff members close to the area of interest who could serve as resources and mentors. Initiatives: improved access to short-term loans, resources for students with dependent children, and enhancing on-campus support for students dealing with grief and loss by collaborating with local off-campus services.
- S.O.S. provides recommendations for improvement to responsible university units, including DASA, that affect the quality of the student experience.

**Goal 5: Ensure Sustainability**

*Developing and stewarding resources for organizational excellence*

- It can be reasonably argued that the success of S.O.S. in working with individuals to move towards issue resolution at informal levels reduces visitors’ inclination to seek resolution through more formal and potentially costly litigious channels. This de-escalation conserves resources, both money and time, for all participants.

# APPENDICES

**Student Ombuds Services Assessment – May, 2015**  
**Student Responses (n = 66)**

*Please describe the general nature of the concern or situation for which you sought out Student Ombuds Services*

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- father had cancer, absence verification, dropping classes, etc.
- I'm actually not sure
- absence verification.
- Academic issue
- Absence And Health Issue Verification
- I had to miss class and a test due to an illness and death in my family but I had trouble contacting one of my professors.
- Absence verification due to a tragic event within my RA staff
- The process of achieving in-state tuition
- I had to take an ambulance to the hospital and they reached out to make sure I was okay
- Absence verification regarding the death of my brother
- Conflict with University over office space for our department.
- Absence verification
- conflict from primary investigator. Inappropriate behavior from PI.
- Absence verification
- I had a hand injury and was taken to hospital by ambulance. Next day morning, the student ombuds emailed me saying he got to know of such an incident and was willing to help me by means of being an intermediary with my faculty. This was really helpful.
- Really helped because I was having issues and they guided me on how to make an informed decision
- Roommate conflicts
- Instructor asked me to get my doctor's note verified because I missed an exam
- Due to medical reasons I needed an absence verification for professors to work with me on making up assignments.
- My dad was critically ill, and Roger walked me through the steps I needed to complete in order to get my absence excused. He was truly courteous, caring, and efficient...far beyond anything I would have imagined! Thank you Roger, you made a difficult time a lot less stressful.
- my 24 year old brother passed away suddenly.
- Conflict with instructor. Looking for transfer to another department but was denied.
- My brother passed away
- Difficulty with an institutional process.
- Conflict with instructor; Difficulty with institutional process
- Advice for deteriorating relationships with class/office mates.
- conflict with room mate
- Needed an excuse for a funeral service visitation.
- Difficulty with graduate advisor: Timeframe for graduation and abusive behavior
- absence verification- death in the immediate family
- Unfair institutional practices

- absence verification during time of grief
- A fellow RA and friend of mine committed suicide and Ombuds was really helpful, by providing documentation for my instructors about the incident and how I was affected.
- Absence trouble
- I contracted mono early in the semester but it was too late to drop a class. I had signed up for 18 hours, and in my condition I just couldn't do it. With this service I was able to drop one of my classes after the drop date. OMB's sent an email to all of my professors explaining to them my condition. I felt like when working out problems with coursework with my professors they were much more understanding and actually took me seriously, which was nice. I feel like without Ombuds I would have failed this semester, but instead I managed to hold my grades up even with mono as a result of the help I got and the capability of dropping one class.
- Conflict with Staff Member
- Conflict with institutional process.
- Conflict with instructor
- I had a funeral to attend, I lost a loved one.
- Unable to take a final exam due to injury
- I needed the permission to take my exams in advance so that I could attend a religious event in my home country India.
- I missed a day of class and felt unprepared for my exam because of the death of a friend.
- Conflict with a faculty member and process.
- I needed assistance in reaching out to my professors concerning medical reasons for absences during the semester.
- Experience dealing with mental illness and I missed several classes.
- Conflict with an instructor in the Public History department.
- Conflict with residents on a lease in the apartment
- Receiving an IN due to medical issues
- Absence verification
- Family Medical Emergency during Midterms
- Difficulty with institutional process and conflict with Department Chair.
- Absence verification. Extensions for completing missed work.
- The general nature of my concern falls under the category of difficulty with the institutional process. As a student trying to set her dissertation defense date, I encountered numerous inconsistencies within my department and across colleges. For example, a colleague of mine and Ph.D. candidate in CALS was not required to publish any journal articles until after his defense. While I, a Ph.D. candidate in Engineering was forced to publish in a journal before setting my defense date. Publishing in a Journal is not a requirement set forth by the University nor is it a requirement in the College of Engineering nor is it a requirement in my graduating department, MAE. Therefore, why did the committee member (who was not my advisor) demand that I fulfill this requirement? And more importantly, why did his demand trump that of the other 5 committee members who were more than satisfied with my 14 ASEE conference publications and willing to move forward with setting a defense date? This was a serious abuse of power and something that the university needs to control. One of the ways to control this abuse is by standardizing the requirement across all Colleges to make the process fair for all. The University can also help standardize the Ph.D. process by

educating professors on how to mentor Ph.D. candidates. For example, another inconsistency occurred when I was told that I would have to rewrite my dissertation to fit the new format. I had 200+ pages written at this time; I was trying to set my defense date; and I had been showing work and progress on my dissertation to my advisors for the past 2+ years. I had used a traditional format of Introduction, Background, Methodology, Results, and Conclusion. This was based on similar research and a similar dissertation in my field. The new format consists of taking 3 journal publications (ideally on your research topic); slapping them together; adding an introduction; and finishing with a conclusion. This new format was never explained to me in a timely manner. One advisor claimed they didn't know and the other claimed that they forgot to mention it to me. Again, this is unprofessional. If the new format is the University standard then this should be documented by the University, taught to Professors and explained to Ph.D. candidates at the start of their graduate experience. Another area of the process that the University can standardize is the timeline towards completing a Ph.D. For example, another colleague of mine in the BAE department was offered a Ph.D. in 2.5 years if he switched from the Masters program to a Ph.D. program. He has essentially been handed a Ph.D. with minimal effort. Others, both men and women, do not have it so easy. I struggled for many years just to find a topic with no assistance from my advisor at the time (he has long since retired). I also was approaching the 6 year deadline for prelims. This same advisor failed to mention to me that if I didn't pass my prelims by then that I would be let go from the University. It was thanks to a very kind and knowledgeable administration assistant who informed me of this impending deadline. In conclusion, the process towards earning a Ph.D. should be standardized and professors should be educated on the process, deadlines, and requirements. Then, professors need to be held accountable for upholding the standards, explaining them to their graduate students, and not abusing students by placing unnecessary demands on them. It would seem that professors are forgetting that the University exists to educate and that graduate students are there to learn. The University and graduate students do not exist to satisfy professors' narcissistic and egotistic needs.

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*Please comment on your experience with Student Ombuds Services.*

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Comments of Approval:

- Very courteous and helpful. Dr. Callanan was great to work with!
- If it is the experience I think it was, it was encouraging and helped me get back on track
- it was good.
- The Student Ombuds Services was able to help me feel more comfortable and gave me a voice in my situation. I was able to handle it better.
- It was brief, but effective. I received help in a timely manner.
- He was extremely, helpful, knowledgeable, and caring. He responded quickly and efficiently to my concerns.
- My experience with Student Ombuds Services was phenomenal. I was approached by the Ombuds and they provided services so I did not need to worry about absence verification during a very difficult time.
- Very respectful and helpful
- At first I was confused why I was emailed by them

- (re: Grief Group at Counseling Center) The facilitators were amazing. Everyone was extremely helpful and friendly and made me feel welcomed and comfortable.\
- Dr. Callanan was extremely kind, helpful and supportive. He provided a lot of insight and information to help us with our problem.
- Great
- it was a safe place to learn what my rights and abilities were.
- Roger Callanan was wonderful to speak with. He was so kind a gentle with his words. I was expecting someone who would be short and brash and try to get what I needed done as quickly as possible just to get it out of the way but that was not the case. Mr. Callanan showed genuine concern and was so kind. The way he spoke made me feel like my issue mattered. After explaining the situation to him and ending the conversation, he contacted my professors quickly to make sure the issue was resolved. Overall, it was a surprisingly pleasant experience.
- It was a very good service and I feel this should continue, as students sometimes do need official intermediaries to help explain a situation to their faculty. The faculty is busy with their coursework and this is where the ombuds can step- handling all the external issues of students, while the faculty gets an official help too.
- Great! Very informational and I understood
- Efficient and Complete
- I didn't realize this resource was available until I needed it. Thank you for helping me through this process in a prompt manner.
- (re: Grief Group at Counseling Center) Dr. Mack is great and the students were great.
- Overall very good. Dr. Callanan was able to provide neutral and helpful suggestions for me.
- They sent out official emails to my teachers and gave me information on where to go for better resources
- At this point my experience with Student Ombuds Services is still ongoing.
- He was fantastic. Very empathetic and helpful.
- Dr. Callanan is a fantastic resource. What a wonderful individual.
- It was very good. Ombuds heard the stories from me and the other party. Was impartial and gave a very specific document with the decision concluded from the discussions.
- Short and Simple by email
- It was a relief to know someone at NCSU heard about my situation. I am encouraged knowing there is a system in place for dealing with situations like mine.
- very helpful, I didn't have to reach out to my professors individually because they did it for me
- I appreciate all of the support that I received
- I was amazed. I was referred by my boss and Mr. Roger called me on my personal number to make sure I understood what Ombuds did and how they can help.
- Very swift and effective
- The person who spoke to me was very professional, very friendly, and effectively calmed me down because I was very scared and confused about my condition and at a complete loss for what to take as my next step. They answered all of my questions and were very nice to me.
- The guidance I had received from other University Staff members I had approached with my issue were not progressing towards a resolution. Thus, Student Ombuds Services was

extremely valuable to me; they provided me with options towards a solution that were previously unknown (unknown both to me and to the other University Staff I had approached).

- They were helpful, understanding, and informative. I thoroughly enjoyed my experience working with them. One of the few bright spots during my time as a graduate student at NCSU.
- They were extremely nice and helpful.
- Great they helped me with the problems that I was having.
- They helped with situation and solved the problem.
- Dr. Callanan was very nice and gave his full attention when I was talking to him. He was very courteous and took action immediately.
- I was pleased with their advice and help.
- Very helpful and made me feel better about the situation.
- My experience was very timely, very professional, and very helpful.
- My experience was very positive
- My experience with the SOS was wonderful- Roger was knowledgeable, courtesy and validated my concerns.
- Mr. Roger Callanan was always very professional and courteous. He devoted enough time to hear us out and did not rush us. He was aware of what was going on in every subsequent meeting and we never had to go back to explain everything to him all over again. He helped us resolve an issue on which we had almost given up. A great experience overall
- Very helpful and responded promptly
- Great experience.
- Extremely helpful at a time when I needed it most
- It was very positive, insightful and helpful.
- I had a great experience! His information, advice, and help with professors lead me to taking the necessaries steps to do what was best for my academics and health.
- It was a pleasure meeting with Roger. He provided valuable guidance to help me set my dissertation defense date. He also taught me valuable social and personal skills; ones that I will admit I was lacking beforehand. I am truly grateful that he was there for me. I would have not finished without him.

Comments of Disapproval:

- Biased response and fair process for corrective action was never established

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***Please make any recommendations for improvement of Student Ombuds Services.***

(Responses such as “none” or “great as is” have been removed)

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- I am still unsure as to what "Student Ombuds Services" is
- I would recommend making it more known.
- Maybe in the initial email make it more clear why you're emailing the person
- I think many students don't know about the SOS, so I would recommend improving awareness through orientation, the NCSU website, etc.



- None. My experience was above and beyond what I had expected. No improvement needed.
- People who have a clear and concise voice
- Don't wait 5 months to process
- more sessions, longer sessions.
- I am very inexperienced with the conflicts between instructors/students. But I think it might be helpful if the Student Ombuds Service can work closely with the Dean in each department. Or perhaps my case is not that severe for Ombuds Service to step into.
- Have a better understanding of policies throughout the campus. In particular more familiarly with STEM programs and departmental procedures/policies.
- I was not aware of this service until I was told by student Legal services. I initially approached the legal services thinking they would be able to help me out. Information/services rendered by student Ombuds services should reach out to the students/faculty of NC State so that they can take help when required
- Possibly a follow up, though I am not sure this is appropriate in every case.
- better follow-up procedures
- More checks and balances-- Department Leaders should be held accountable and not be able to arbitrarily apply rules at the expense of students, whether individually or collectively.
- I did not know that you all were the ones helping me out. I didn't know what an ombud was
- Become more well known on campus. I found them through a Facebook post.
- I felt like everything was done in a timely manner. Not much I would improve.
- Make this service more known to students and explain what the Ombud can do for students and what their job is.
- I would have preferred an earlier appointment. Perhaps walk-in services would increase accessibility.
- Roger is very helpful and doing wonderful work. I can't think of any recommendations at this time.

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*Please make any recommendations for improvement of NC State University.*

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- less hate of Greek life
- It's hard enough as a beginner at an institution, people just need to be a little more light-hearted.
- More information on the Ombuds services.
- Construction is ridiculous...please chill and let us enjoy the campus
- The only recommendation I can think of is not directly related to Student Ombuds Services but as a student I think there needs to be a follow through from Student Services when a student is having health issues whether it is physical or mental. I think someone needs to keep a check on the student until the issues are resolved.
- I would have liked to see the steps published online for absences. If they are online, they were not in an easy to find place as I couldn't find them.
- I am very grateful that I got the help from the counselling center and Ombuds Service.
- spend less money on plants and stupid ass shit and pay money for updating dorms

- Create a strong emphasis on mentoring faculty/students and less emphasis on finding research dollars.
- Start/improve an anti-bullying initiative. There needs to be more awareness that bullying can happen long after middle and high school.
- Could use more nature like a park somewhere students can visit.
- More open avenues for how graduate students can get help in dealing with their advisors. More accountability within departments about the advisor/student relationship. On that note - clearer expectations for the graduate student/advisor relationship. I didn't know what was appropriate as a beginning graduate student.
- More emotional support for RAs and minority students
- In general? I wouldn't know what to change, I like it here.
- Educate University Staff and students about the role Student Ombuds Services provides; thus, students that have a need to, can utilize this resource.
- NC State should improve their academic advising. I was put into the wrong classes as a PhD student, which contributed to my lack of success in the program. Rather than taking ownership for this error, I was basically ostracized from the program and refused support at every juncture of the process. I am thoroughly disappointed with the lack of advisement I received and I cannot begin to express my displeasure with the Graduate School and their processes. I honestly never felt welcome in the program and once things went badly, I never felt that the university supported me. I just wanted a fair chance to complete my PhD and I feel that I was put onto a Masters track without my knowledge. I was never put into classes that would have led me to successful completion of that degree and it honestly felt as if my advisor did not care. I only want to know, how am I expected to pass a qualifying exam in 3 subject areas, when I only took one class in one of the subject areas? How am I expected to be successful in classes that I have no background in and there are prerequisites to these courses that I COULD have taken but was never afforded the opportunity? I only hope that my words are heard or read and that NCSU takes a hard look into their Graduate School Faculty and processes. I did not enjoy my time as a Graduate Student but I will never let the injustice that was done to me, keep me down and dejected. I have already applied to and been accepted into another PhD Program where I feel that they value their students more than they do their own individualistic needs and concerns.
- Help let students know this service exists more.
- Maybe have an option to make up any test as long as you have a good reasoning.
- Graduate School needs to work with professors on professionalism and how to work students with disabilities, ethnic and racial minorities, and mentorship. There needs to be a Black Graduate Student Association. Place or forum that Graduate students can voice their concerns concerning their TA appointments, funding, departmental climate, etc.
- Student Ombuds Services should be advertised better so that everyone is aware of its existence
- Lower tuition, better professors, less 'must-pay-for' resources, more advisors, no tenure
- Win more football games :)
- Counseling Center should not be able to involuntarily commit a student without at least a second evaluation from another professional (from or out of the Counseling Center), especially considering their lack of professionalism/ethical values when it comes to listening to students. Holly Hill (apparently the only facility available for involuntary

commitment in the area) is not a safe or good place. Also, Student Blue does not fully cover cost. I now have been left with a \$600 bill that will end in collections because I cannot afford to pay it and my tuition at the same time. In addition, complying students should not be escorted out of the Counseling Center handcuffed by University Police. Mental illness is not a crime. It is embarrassing and demeaning to the individual to be taken out in front of peers as if they have committed a crime. NC State should know better than this.

- Having a group that actively reaches out to connect students with other students for academic growth and social support would be ideal. Many groups on campus rely on students reaching out first, or they rely on first year qualifications. Many older students need the support networks that focus on first year.

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*Please make any other comments you would like Student Ombuds Services to know or understand.*

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- You all do a great job! Thanks for all you did to help me.
- I greatly appreciate the help that was provided from Student Ombuds Services
- Student Ombuds is very helpful. It is nice to have an unbiased voice regarding university issues
- The grief group helped me deal with the loss of my brother. I am truly grateful that I had a space to share my issues and relate to others.
- First time looking for help, so everything looks very good to me. Thanks!
- I'll say again, just to know I've said it again, how fantastic Dr. Callanan has been.
- you are appreciated
- What is student ombuds services?
- I had a great experience with the Ombuds.
- Thank you!
- I want you guys to know that I appreciate you taking time to listen when I contacted you. I appreciate your level of empathy and concern. I was hesitant to reach out to you after all of the road blocks I faced within the NCSU Graduate School. You guys were the bright spot, even though you could not actually solve my issues, I appreciate you being willing to at least try to shed some light on a seemingly impossible task. Thank you from the bottom of my heart. You guys were absolutely awesome.
- Student Ombuds Services are awesome. Thank you so much for all your help.
- I would be happy to help improve the process. If a committee is formed, please feel free to call upon me.

**Student Ombuds Services Assessment – May, 2015**  
**Staff, Faculty, Administrator Responses (n = 43)**

*Please describe the general nature of the concern or situation for which you sought out Student Ombuds Services*

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- I referred students to the office for assistance with academic challenges.
  - My interaction mainly resulted from my advisees or other students who were using the ombuds services.
  - I referred students due to a conflict with their graduate-level advisor and/or program
  - As a counselor in the Counseling Center, I have made referrals to the Ombuds office on a number of occasions. I have made these referrals when trying to help a student re-gain a sense of empowerment and/or when trying to help a student learn how to resolve a difficulty with an institutional process.
  - I had a student with identified suicidal ideation, and the Ombuds office notified me of this. It allowed me to contact the student and keep in closer contact with him. I also had a student in the fall who had an issue with an instructor, and I referred her to the Ombuds office for guidance in the situation.
  - absence verification resulting in perceived conflict w/ instructor
  - Referring Counseling Center clients with university complaints.
  - I have been contacted when students were out for a verified purpose and when an advisee experienced a crisis. I contacted Dr. Callanan when a student of concern was having another issue.
  - Student in academic difficulty
  - Social Justice questions; student conflict with instructor; absence from classes
  - Student absences, student dealing with family emergency, student dealing with personal health condition
  - Consultation and assistance with a graduate student who was struggling with an advisor
  - Roger helped me work with one of my students who needed assistance communicating her absences to her professors surrounding the unfortunate suicide that happened this spring.
  - false accusation by instructor
  - assisting student who was trying to navigate reentry into normal university procedures after some violations
  - I have worked with the Student Ombuds in regards to a few student situations, specifically students who had medical concerns that impacted their eligibility for their full scholarship. These students met with the Student Ombuds to discuss these situations and related issues (e.g., withdrawing, etc.). Additionally, I have referred students to the Student Ombuds when they were experiencing difficulty with faculty specifically around absences and/or flexibility related to mental health and medical concerns.
  - Conflict with an instructor and difficulty with institutional process, as per student
  - Ombudsman contacted me about a matter with a graduate student.
  - I'm an academic advisor, so I've referred my students to you on multiple occasions. Once it was a student who was very sick and needed to make up an exam. Another time it was a student with significant mental health issues who needed help navigating how to converse with her professors about accommodations. Another time it was a student with mental/physical health issues who needed help changing her major.

- As a Nurse practitioner at student health I have referred students there whose health issues have impacted their school work
- As a staff member, I was advocating for a student who I felt was being threatened and harassed by a person in a position of authority.
- Advisee was experiencing a personal trauma/ death of their sibling. Advisee was having trouble concentrating in class.
- Issue associated with a) death of a student outside of class b) emotional and physical abuse of a student c) family medical emergency d) suicide of a friend of a student e) accommodation letter for a disability f) academic performance g) fire that burned down a student's apartment
- several student-related concerns, referrals of students to SOS concerning admission, grading policies, academic policies including variations from stated syllabus that impacted outcome, student emergencies requiring assistance with exam/assignment rescheduling.
- Student concerns with faculty members
- Needed assistance in clearing a student for graduation. Didn't know who to turn to with a complicated question and the Student Ombudsmen helped steer me in the correct direction.
- Absence verification, issues surrounding a student death, as educational resource for me in my daily work with students.
- Concern about the safety of another student.
- Varying reasons for student inability to attend class and complete class assignments.
- How to provide support for an undergraduate student working in my lab who had a death in the family.
- there were several: they contacted me after a student had complained about an email urging students to take the midterm at the proctoring center before the snow/ice closing. It was resolved. second in regard to an issue of academic integrity third an email from the office letting me know a student in my class had been injured in an accident and may miss some assignments fourth: responding to my concern about a faculty in my building leaving students marked homework and exams in a pile outside their door
- Advice on a student conflict issue
- I sent students who were in crisis or had difficulty due to a medical situation
- student vs. student conflicts i.e. usually roommate issues
- absence verification for students
- As an Undergraduate Advising Coordinator, I have had several questions/issues/concerns with students which I sought assistance from SOS - every time, I was given great information and a better understanding of how the SOS navigates policies in a fair process for all involved.

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*Please comment on your experience with Student Ombuds Services.*

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Comments of Approval:

- Very helpful.
- Excellent service.
- My personal experience has been positive, with Roger communicating clearly in his presentation the scope and limitations of his role. I have also heard from students that their meetings with him have been helpful, clarifying, and encouraging.

- The feedback I have received from students after they have met with Roger Callanan has been very positive. I often hear that he is a good listener, that he is caring, and that he is very knowledgeable.
- It has been excellent! Roger is a great campus resource for faculty and students.
- Super! Dr. Callanan is wise, kind, and dependable. I sometimes have trouble referring students to some offices on campus for fear of being mistreated. But Ombuds is not that! I have 100% confidence in this office. Much needed at NCSU, and much respected.
- Outstanding! Compassionate, knowledgeable, takes action.
- Very professional and thoughtful and respectful
- I found the Ombuds to be prompt in reply, thorough and direct, respectful and very helpful
- Wonderful service, outstanding interactions.
- Very professional yet accessible. Warm. Welcome.
- Roger was absolutely great! He was very helpful.
- supportive and responsive
- In my interactions, the Student Ombuds has always been professionally, respectful, and timely. He has resolved all issues. Additionally, my students have had positive interactions with him.
- Very helpful
- A student with whom I was working sought services through the SOS and was satisfied with process and outcome.
- Excellent for this one matter.
- I am SO grateful for the timely, professional yet caring responses you've provided to my students! You consistently present solutions to my students that take into account their unique situation(s) while encouraging them to take responsibility for their education. Thank you for advocating on behalf of them!
- It was very comforting for the student to speak with an Ombuds who offered suggestions for individual resolution. The student also felt encouraged and empowered, because the Ombuds indicated an interest in investigating and fixing the process, in which other students also run the risk of being harassed or threatened by the same person in position of authority.
- Excellent
- The response and service associated with this office was excellent.
- I have found them to not only be very helpful to students, but to also be very informative for me and in my own advocacy efforts on behalf of students when it comes to institutional policies.
- Responds to students questions, good at understanding issues, good at recommending solutions, empowering students
- Very timely, courteous, professional and knowledgeable.
- I have consulted with the Ombuds Service quite frequently over the past year with regard to students who needed support and for my own professional development. My students and I have been well-served by this office. I have personally become a more knowledgeable professional with regard to specific situations with the support and information provided by this office.
- Was very professional and made excellent suggestions and referrals. Also checked in on situation and followed through with information he obtained.

- 1. Attention to gathering the "facts" before any response. 2. Respectfulness of interactions. 3. Student appreciation for the involvement of the Ombuds Service. 4. My appreciation for the objectivity/fairness of the responses.
- Dr. Callanan pointed me to multiple support mechanisms for the student, and clarified the policies on withdrawals/grades/etc.
- efficient and courtesy
- Excellent resource
- Very professional and knowledgeable is a great asset on campus.
- Very thoughtful and thorough
- Roger is always respectful and professional, leading to great trust.
- Amazing! I have referred several students, faculty, staff, and administrators to reach out when they have questions and need a 3rd party to "take a look at things." Roger is phenomenal!

#### Comments of Disapproval

- it appeared to me that the SOS services was way too much of an advocate for the student - even when the student was in the wrong and disrespectful to other adults involved
- not helpful
- students and staff do not trust confidentiality of this office or student conduct

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#### ***Please make any recommendations for improvement of Student Ombuds Services.***

(Responses such as "none" or "great as is" have been removed)

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- I was going to recommend a friendlier (less formal, more accessible language) website, but I see that one is now in place!
  - Maybe there needs to be more ombudsmen/women? Seems like a lot of work for Roger to manage alone
  - Do more presentations to faculty - and students. Maybe information at New Student Orientation?
  - publicize it more especially through student judicial services and the counseling center
  - I don't know of any right now, but I can imagine that as the services become more popular and integrated into the community, the office will require more and more human resources.
  - I think it is awesome already. It just needs to be more widely publicized!
  - replace with a program that can actually benefit students and work with faculty
  - To keep relevant staff trained and updated
  - I cannot think of any recommendations for improvement other than for this office to advocate for themselves to make certain they have adequate resources to get their job done. I can imagine there is great room for work-overload in this area.

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#### ***Please make any recommendations for improvement of NC State University.***

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- Esse Quam Videri... our state motto...
  - Keep up the good work!
  - Find a way to hold professors and administrators more accountable.

- From what I can understand, certain graduate departments are causing unnecessary duress for some of their students. Were data collected for repeated discord between identified professors and students, or relatively high dropout rates, that those departments involved be supported towards human development through some type of dynamic training intervention.
- see above - quick focusing so much on GLBT and minority groups - the rest of us are getting overlooked
- To give staff opportunities for training in this area.
- Have better definitions of who can help with which situations, particularly the complex ones like..... transfer credit meeting GEPs, attendance issues, transfer issues among academic programs on-campus.
- Please continue to provide and support the Ombuds Service.
- for new faculty and staff to be aware of FERPA and other rules regarding distributing student information ( i.e. leaving in a pile outside your door is not okay)
- More minority faculty and administrators.

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***Please make any other comments you would like Student Ombuds Services to know or understand.***

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- One of the sticky moments I face in the counseling space is with students who have been sent over from the Office of Student Conduct. These are the moments when I feel like I become aware of the institutional processes that could be improved. Perhaps this is already occurring, but I wonder how the Office of Student Conduct and the SOS office can collaborate and create a review process based on what comes through the Office of Student Conduct.
- THANK YOU for taking on this very helpful and valuable role.
- thanks for asking
- Please continue to provide this valuable service for students, parents, and faculty.
- Glad this service exists.
- Thank you for what you do to serve our students and community.
- So glad you exist!
- Thank you again!
- Somehow while remaining neutral and unbiased, the Ombudsman was also able to convey a sense of support to the student and I. This felt like validation and helped us want to pursue the issue to the point of improving the process and protecting other students.
- no one really knows what this office does and students pay for it
- I was still not able to resolve the issue associated with the accommodation letter. Although the student mentioned this to me, I never received this letter. Perhaps this matter is beyond the scope of the SOS office.
- Thank you for your existence and hard work! I could not have served my students well without the Ombuds Service over the past year. Your office is appreciated, much needed and respected.
- A terrific resource for all members of the NC State community when you're not certain where to turn.
- Keep up the great work!
- Thank you for helping NC State Students



**North Carolina State University - ClassEval Report**

Emplid: 000009393 Roger Callanan; Diverse Community L USC 240 001 Courses surveyed - USC 240 001

Question	Response
Comment on strengths and weaknesses of the course	<ul style="list-style-type: none"> <li>• Best GEP class I've taken; I learned so much and enjoyed every class period!</li> <li>• NC State needs more courses like this</li> <li>• This course should be highly recommended (required) to all students. There is just so much learn about other people as well as yourself. It is an eye-opening experience. It breaks down the barriers and stereotypes we all have on other races/genders/people which is the root to a lot of social issues on campus and our society.</li> <li>• I loved this class. This is the best class by far that I have taken at NC State.</li> <li>• Overall a fantastic experience.</li> <li>• I loved this course! Over the semester, I grew tremendously into a better person!</li> <li>• The whole course was very solid and covered a large array of material.</li> <li>• Although this course is offered one day during the week and is about 2.5 hours long, I don't feel it, meaning that time goes by really quickly in class. Upon finishing class, I feel happier and calmer, which is something that I never get in my other classes.</li> <li>• I love how this course is both a GEP US Diversity and a fun class to go each week. I wish that my other classes were like this, being interactive and engaging in class activities, rather than just hearing the lecture in class.</li> </ul>
Comment on strengths and weaknesses of the instructor	<ul style="list-style-type: none"> <li>• very knowledgeable</li> <li>• NC State needs more teachers like him</li> <li>• Amazing. That is all.</li> <li>• Dr. Callanan is an amazing professor and speaks in a way that makes everyone stop and listen. There is a lot of wisdom in Roger's words and he always made class comfortable and safe feeling.</li> <li>• One of the best professors at NC State because he cares about each individual by listening to each student in our class and remembers. He also is willing to help and is quick to respond to emails.</li> <li>• Roger is one of the best teachers I have ever had. He is engaging and sincere. I have learned a lot from him and I'll always remember his class.</li> <li>• Very nice!</li> <li>• Dr. Callanan (not Callahan) was full of energy and came to class every day in high spirits. He was very helpful with the material, his insights and dealing with students in a caring yet professional manner. He is a very nice person and I am lucky to have had him as an instructor.</li> <li>• Thankful to have had Dr. Callanan for my class. He was understanding, helpful, cheerful and uplifting. I wish every instructor had his passion.</li> <li>• Probably my favorite professor this semester. He is so passionate about this class and it shows every time we meet. Gives us feedback on our weekly journals and cares about all of his students.</li> <li>• I appreciate the instructor is always in a good mood and contributes good humor to the class. Few professors at this university are genuinely happy to teach their class.</li> </ul>

#	Question (5-pt. Likert Scale; 5 = Strongly Agree)	Mean
1	The instructor stated course objectives/outcomes	4.8
2	The instructor was receptive to students outside the classroom	4.9
3	The instructor explained material well.	4.9
4	The instructor was enthusiastic about teaching the course	4.9
5	The instructor was prepared for class	4.9
6	The instructor gave useful feedback.	4.9
7	The instructor consistently treated students with respect	4.9
8	Overall, the instructor was an effective teacher	4.9
9	The course readings were valuable aids to learning	4.9
10	The course assignments were valuable aids to learning	4.8
11	This course improved my knowledge of the subject	4.9
12	Overall, this course was excellent	4.9

**USC240- Leadership and Coalition Building with Diverse Communities**  
**SUMMARY PAPERS – Spring 2015**  
**STUDENT QUOTES**

Through *Leadership and Coalition Building in Diverse Communities*, I was able to understand a great deal of situations I encountered throughout my years at NC State and from childhood. I have seen how certain principles have played out as well as strategies that could be taken for future situations or even current ones that could be resolved. This class served a purpose that is not so easily seen yet extremely vital in order for society to move forward together as a team. As students, the class was able to practice many practical skills and strategies that could be very useful in a variety of situations presented to everyone each and every day.

All the activities provided different opportunities to think critically whether it was personal or looking at the bigger picture yet many of these activities led the class to learn about different principles and how they can be implemented in different aspects of daily life or within specific situations that may arise.

The first thing I got from this class was a new perspective on diversity. It made me more aware of my role in diversity and how I can encourage others to realize their roles by presenting issues of diversity with hope.

If I want feminism to sound a different way, I need to be a feminist who is that different way. In the future, I will address issues of sexism with a tone that does not hold men in contempt.

We didn't just discuss discrimination and why it is bad. We went on to talk about what we can do about it!

Previously, the issues surrounding race felt out of my control. I thought, 'I am not racist, what more can I do?' The fact that I play a role in the system that maintains racial oppression means that I have power to make a change. The message convinced me of my responsibility and my power without charging me with malice.

I have been reading my Bible a lot lately and this concept of supporting leaders is discussed in 1<sup>st</sup> Timothy chapter 2 verses 1-2, "*I urge, then, first of all, that requests, prayers, intercession and thanksgiving be made for everyone—for kings and all those in authority, that we may live peaceful and quiet lives in all godliness and holiness.*"

Most of the classes I've taken at N.C. State have been science courses about biological mechanism or chemical reactions. Coming into this class, I imagined discussions about diversity and leadership would be in a foreign language. In a way, they were. But it wasn't so hard to and I am very glad that I learned it.

This class has very simply made me think about diversity and leadership and the roles that I play in each. I've gained an understanding of diversity issues that is hopeful. I have gained tools that give me the confidence and capacity to lead.

Through this class I have learned that there is more to being a non-discriminatory person than just being a good listener. I have had several experiences throughout my life that planted seeds in me about how I am supposed to interact with people. This class has watered those seeds and grown them into structured principles and morals that I will take with me for the rest of my life.

I dreaded taking this class before my first day, but now I would recommend it to everyone.

What a blessing it has been to be a part of this class and be able to learn from some of the most influential instructors I have ever had at North Carolina State University.

My journals show my internal growth of leadership skills and my understandings of not only my strengths and weaknesses but an understanding for other people and their stories. I also have come to realize how I can spread this knowledge with others and influence the people around me as well as how I can make a difference globally. Through journals, discussions, class activities, and personal experiences, my leadership abilities continue to grow and I believe every day I am a better person.

We had all gone through this journey together and opened up to one another to create this powerful bond. Which taught us, if we can do this, if we can create this strong bond and understanding with one another with such a diverse group of people; just imagine what we can do in society.

With everything that is going on in our world, it is hard to have hope in humanity. After being in this class with so many amazing individuals, my faith in humanity is restored.

I am unbelievably grateful for this class and this experience. Having four of the most influential and positive instructors in this course has really changed my perspective and the way I live my life now. The principles each instructor taught me always will be ones that I live by. There were other principles that I found to be valuable and they all tie into each other in some ways. I will use these principles to make a difference in someone's life and share my experience in this class with others. I learned through many activities, one-on-one talks, readings, videos, and discussion the value of being a leader and the issues at hand. Everything became more real to me in this class.

This class has been a great experience that has not only introduced me to diverse and incredible people on my campus but it also made me more aware of who I am and what it means to be a leader. Each of the principles and the readings made me evaluate who and what makes up my surroundings and how I can use my voice to help make a difference. Furthermore, the class discussions and videos helped me to realize that oppression and discrimination are still very real in our society and I need to use my privilege to give a voice to those that do not have the same position that I do. In order to build a successful world we need to respect and listen to each other and not judge one another based on skin, faith, or socio-economic status. It is about the ideas and the actions that each person brings to the situation and how we can work together to all be better allies.

I believe that my strengths related to diversity leadership are that I do my best to always listen and understand all party's sides, and that I always try to help others in any way I can. These strengths together along with some others help me be an effective leader. A leader that can make a difference in those I lead and in others we reach out to. In short, a leader that is an ally.

Our discussions about changing the minds of others helped me come to terms with changing the way I think too. It is still a work in progress but I continue to see improvements!

Being able to reflect upon what we discussed and what we learned helps me grow even further. It shows me where I have come from and where I need to improve. Much of the class focuses on reflection and improvement and this helps everyone grow to where they need to be. I believe everything that we did in class was very well organized, kept us on track to improving and made us better people!

I understand now what it means to be an effective and diverse leader and am very pleased with how I have grown and will grow. I will continue to impact others' lives and hopefully improve them for the better, with the utilization of all the principles and skills we were taught.

This class has far exceeded any and all expectations I initially had coming into it, and I feel that I have learned so much, not just about diversity but also about how to be a better leader and team member, an effective ally to other groups, a better listener, a more aware and informed individual and also how to communicate with others better and resolve conflict in a more productive manner. In addition to this, I also learned and developed tools, skills, and methods I can utilize that will help me in a variety of situations, including those involving discrimination or injustice.

Everything I have learned from this course has impacted and influenced me in a very personal and positive way. All of the in-class discussions and activities had a message and something to teach that I could have only learned or internalized if I was open to it. Hearing the ideas, personal stories and experiences, and viewpoints my classmates, the instructors, and the guest visitors had on the issues we spoke about allowed me to truly listen and gain different perspectives. I feel that what I've taken from this class will enable me to also positively impact and influence other people that I would not have been able to if it weren't for the skills, principles, and lessons I learned in this class. My high school motto is the Latin phrase *non scholae sed vitae*, which means "not for school but for life" and I feel that this class exemplifies that motto perfectly. Everything I learned here will not just be useful in school but will help me in life to grow as an individual.

Becoming closer with my classmates contributed to an open, welcoming atmosphere that allowed people to share and be accepted for who they are. Now that the course is over, I can proudly say that I have never been more happy that I enrolled in a specific class.

What I got out of this class entirely is extremely valuable and not many people get the opportunity to look at societies issues the way that we have. I am grateful for it, especially in these times.

Throughout the entire semester, our *Leadership and Coalition Building in Diverse Communities* class has allowed me to develop not only as a better leader, but as a better person. The friendly, inclusive atmosphere and encouraging professors were an essential gateway to expanded horizons, diversity awareness, and an abundance of wisdom. The activities each week, as well as the principles and readings provided truly helped me have an epiphany about how to be an effective leader in various situations.

One skill that I was able to practice throughout the class is the ability to discuss difficult topics, specifically those regarding discrimination. These situations of oppression are not brought up in any other classroom, and are rarely examined in other situations. I believe it is critical to be able to talk about these more sensitive topics, especially with your future children, or in a situation where somebody needs help.

There are a plethora of benefits from the class that have improved my overall ability to be a diversity conscious leader, and also made me a better person who accepts everybody and realizes that everybody's story matters, regardless of who you are, where you are from, or what your issue is.

One skill that I use and that I would like to continue to improve on would be encouragement. To be the hopeful voice for someone who feels like giving up, especially when dealing with a tough issue, is a leadership attribute that I value and want to use more both in my personal life or in the professional setting of a job or classroom. It is this hope, this incredibly important part of this curriculum that I did not fully appreciate until the course was almost over; that I think was the most profound component of this course. It is this hope that will transcend into the workplace, the personal relationships, and the future classrooms of the students in the class (or definitely in me at least). It is this hope for positive, constructive change that I hope to pass on to other people whose paths I may cross down the road. I interpret this "hope" that the principle is referring to as being so simple and innocent, it is simply the hope for a better tomorrow for all groups of people. That is the kind of hope that I felt in coming out of this class.

**USC 240: Leadership and Coalition Building with Diverse Communities**  
**PRE & POST SURVEY MEAN CHANGES (> +.50)**  
**(Likert Scale: 1 = Strongly Disagree; 4 = Strongly Agree)**

<u>FALL 2014</u>	PRE	POST	CHANGE
<b>I am aware of techniques that promote inclusive environments.</b>	2.00	3.22	<b>1.22</b>
<b>I know effective strategies for dealing with inter-group conflicts.</b>	2.14	3.33	<b>1.19</b>
<b>I know techniques I can use to address prejudicial remarks and actions.</b>	2.29	3.44	<b>1.15</b>
<b>I know techniques for leading diverse groups.</b>	2.14	3.22	<b>1.08</b>
<b>I am able to evaluate inclusive leadership strategies and their relevance to specific situations.</b>	2.14	3.22	<b>1.08</b>
<b>I am aware of leadership strategies for addressing discrimination.</b>	2.14	3.20	<b>1.06</b>
<b>I am committed to being an inclusive leader.</b>	3.00	3.78	<b>0.78</b>
<b>Individuals' backgrounds influence their behavior.</b>	2.86	3.56	<b>0.70</b>
<b>I am able to ask questions to gain information about groups other than my own.</b>	2.43	3.00	<b>0.57</b>

<u>SPRING 2015</u>	PRE	POST	CHANGE
<b>I know effective strategies for dealing with inter-group conflicts.</b>	2.46	3.71	<b>1.25</b>
<b>I am aware of techniques that promote inclusive environments.</b>	2.68	3.86	<b>1.18</b>
<b>I know techniques I can use to address prejudicial remarks and actions.</b>	2.50	3.62	<b>1.12</b>
<b>I understand how other groups experience discrimination.</b>	2.54	3.43	<b>0.89</b>
<b>Other people have misinformation about groups to which I belong.</b>	3.18	3.86	<b>0.68</b>
<b>I know techniques for leading diverse groups.</b>	3.11	3.71	<b>0.60</b>